DOCUMENT RESUME

ED 117 241 UD 015 639

TITLE	Title I, Elementary and Secondary Education Act in Rhode Island. Ninth Annual Evaluation/Fiscal Year 1973-74.
INSTITUTION	Rhode Island State Dept. of Education, Providence.
PUB DATE	74
NOTE	122p.
EDRS PRICE	MF-$0.76 HC-$5.70 Plus Postage
DESCRIPTORS	*Compensatory Education Programs; Culturally Disadvantaged; Economically Disadvantaged; Educational Programs; Equal Education; Federal Programs; Minority Group Children; Poverty Programs; *Program Costs; *Program Descriptions; *Program Evaluation; Program Improvement; Reading Programs; Summer Programs
IDENTIFIERS	*Elementary Secondary Education Act Title I; ESEA Title I; Rhode Island

ABSTRACT

This bulletin provides information on financial and participation statistics, including the number of programs, Title I programs, State compensatory education programs, and joint State and Title I funded programs. Children served are given in terms of grade, ethnic/language group characteristics, and public and non-public participation. Program characteristics are described in terms of parent advisory committees, time of operation, personnel, program activities, and training programs. Summer programs are described in relation to financial and participation statistics, participation by grade, ethnic/language group composition, program characteristics, time of operation program activities, professional staff, and training programs. Comparisons between the current year and previous years is not possible in some instances due to a modification of data-gathering procedures which now aims to gather more detailed data. It is recommended that the modification process continue and that particular attention be paid to a number of issues, among them being the use of standardized tests for math programs, the conversion of raw scores on reading and math to standard scores, and an examination of the modified data for the purpose of identification of variables which appear to be related to program effectiveness. (Author/AM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

UD 015 639

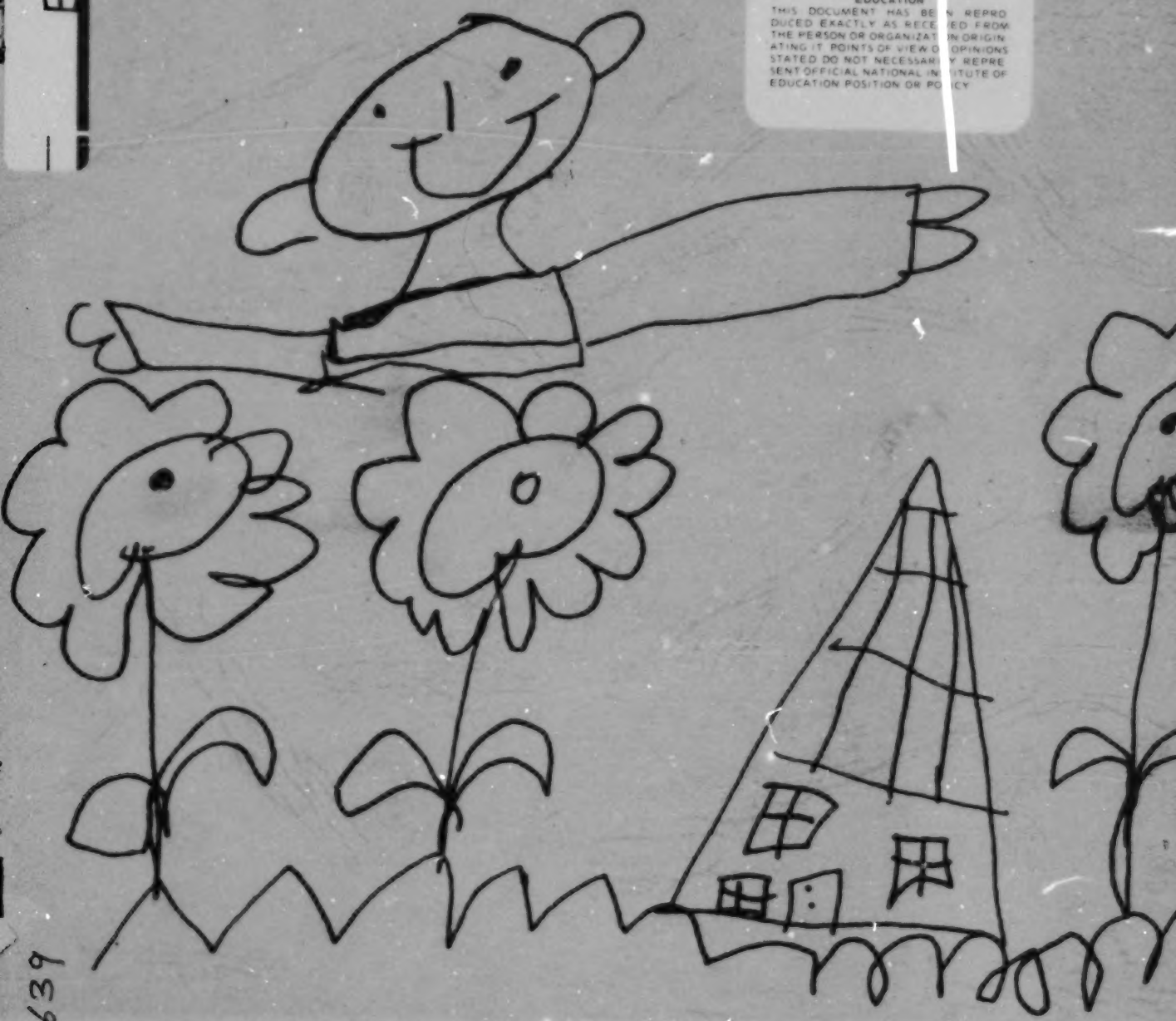
ED117241

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS

DEPARTMENT OF EDUCATION

Hayes Street, Providence, Rhode Island 02903

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



UD 015 639

TITLE I, ELEMENTARY AND SECONDARY EDUCATION ACT IN RHODE ISLAND

2

NINTH ANNUAL EVALUATION / FISCAL YEAR 1973–74

About our cover....

Amy Lee, our cover artist, is a four year old student in the Cranston Title I "Pre School Program." The Coordinator tells us that Amy loves to draw and paint and that her favorite motif is flowers.

We thought this drawing seemed to symbolize love and growth, two very important concepts in Title I, so we chose it for our cover. After selecting the picture, we discovered that our artist was born in South Korea and has been in this country for about one year. Her real name is Eun Young Lee.

TABLE OF CONTENTS

CHAPTER		PAGE
1.	FINANCIAL AND PARTICIPATION STATISTICS	1
	Number of Programs	1
	Title I Programs	2
	State Compensatory Education Programs	9
	Joint State and Title I Funded Programs	14
	All Programs	15
2.	CHILDREN SERVED	19
	Participants by Grade	19
	Ethnic/Language Group Characteristics	21
	Public and Non-Public Participation	22
3.	PROGRAM CHARACTERISTICS	27
	Parent Advisory Committees	27
	Time of Operation	34
	Personnel	35
	Program Activities	37
	Training Programs	40
4.	EVALUATION OF READING PROGRAMS	45
	Characteristics of Student Population	45
	Program Characteristics	55
	Individualization of Instruction	55
	Materials	59
	In-Service Training	64
	Communications	64
	Testing Programs	70
	Procedures	70
	Pretest Analysis	72
	Posttest Analysis	79
	Gains Analysis	79
	Gains Analysis of Matched Data	86
	Readiness Tests	95
	Summary	97
5.	SUMMER PROGRAMS	99
	Financial and Participation Statistics	99
	Participants	100
	Participation By Grade	100
	Ethnic/Language Group Composition	102
	Program Characteristics	104
	Time of Operation	104
	Program Activities	105
	Professional Staff	107
	Training Programs	108
	Summary	109

TABLE OF CONTENTS (Continued)

CHAPTER		PAGE
6.	SUMMARY AND CONCLUSIONS	111
	General Characteristics of Compensatory Programs	111
	Reading Programs	112
	Summer Programs	114
	Recommendations	114

LIST OF TABLES

		PAGE
1.1	NUMBER OF FUNDED PROJECTS IN RHODE ISLAND - 1973-74	1
1.2	TITLE I EXPENDITURES AND NUMBER OF PARTICIPANTS BY SCHOOL DISTRICT	3
1.3	DISTRIBUTION OF COMBINED EXPENDITURES AND PERCENTAGES FOR TITLE I PROGRAMS 1973-74*	5
1.4	COMPARISON OF AREAS OF EXPENDITURES TITLE I FUNDS 1972-73 and 1973-74	7
1.5	STATE COMPENSATORY FUND (SECTION 4) EXPENDITURES AND NUMBER OF PARTICIPANTS BY SCHOOL DISTRICTS	11
1.6	DISTRIBUTION FOR COMBINED EXPENDITURES AND PERCENTAGES FOR SECTION 4 PROGRAMS 1973-74	13
1.7	TYPE 5 EXPENDITURES AND NUMBER OF PARTICIPANTS BY SCHOOL DISTRICTS	14
1.8	PER-PUPIL EXPENDITURES AND NUMBERS OF CHILDREN IN FUNDED PROGRAMS	16
1.9	DISTRIBUTION OF COMBINED EXPENDITURES AND PERCENTAGES FOR ALL FUNDED PROGRAMS 1973-74	17
1.10	PER-PUPIL EXPENDITURES, ALL FUNDED PROGRAMS	18
2.1	NUMBER OF PARTICIPANTS IN COMPENSATORY EDUCATION PROGRAMS DURING 1973-74 CLASSIFIED BY GRADE	20
2.2	ETHNIC/LANGUAGE GROUP BREAKDOWN OF COMPENSATORY EDUCATION PROGRAM PARTICIPANTS 1973-74	21
2.3	NUMBER AND PERCENTAGE OF PUBLIC AND NON-PUBLIC PARTICIPANTS IN COMPENSATORY EDUCATION PROGRAMS 1965-74	23
2.4	ENROLLMENTS AND PERCENTS OF STATEWIDE ENROLLMENTS IN PUBLIC AND NON-PUBLIC SCHOOLS AND PERCENT OF PUBLIC AND NON-PUBLIC ENROLLMENTS IN FUNDED PROGRAMS, 1965-74	24
3.1	NUMBER OF PROJECTS HAVING PARENT ADVISORY COMMITTEE	27
3.2	NUMBER OF LEA's REPORTING PARENT ADVISORY COMMITTEES AND COMPOSITION OF COMMITTEES	28
3.3	FREQUENCY OF TITLE I PARENT ADVISORY COMMITTEE MEETINGS	29
3.4	ARE TITLE I PARENT ADVISORY COMMITTEES REIMBURSED?	29
3.5	DUTIES OF PARENT ADVISORY COMMITTEES	
3.6	ISSUES WITH WHICH PARENT ADVISORY COMMITTEES HAVE BEEN CONDUCTED	31
3.7	STAFF PROVIDED FOR TITLE I PARENT ADVISORY COMMITTEES	32
3.8	HAS TRAINING BEEN PROVIDED FOR TITLE I CITIZENS PARENT ADVISORY COMMITTEES SINCE JUNE, 1973?	32
3.9	TYPE OF TRAINING PROVIDED TO TITLE I PARENT ADVISORY COMMITTEES	33
3.10	ACTUAL NUMBER OF DAYS OF OPERATION	34
3.11	DISTRIBUTION OF PERSONNEL IN FUNDED PROGRAMS BY JOB CATEGORY 1973-74	36
3.12	NUMBER OF PARTICIPANTS ENGAGED IN INSTRUCTIONAL ACTIVITIES IN ALL FUNDED PROJECTS	38

LIST OF TABLES (Continued)

		PAGE
3.13	NUMBER OF PARTICIPANTS ENGAGED IN SUPPORTIVE SERVICES ACTIVITIES IN ALL FUNDED PROJECTS	39
3.14	PROJECTS PROVIDING PRE- OR IN-SERVICE TRAINING	40
3.15	EXPENDITURES FOR PRE- AND IN-SERVICE TRAINING PROGRAMS	41
3.16	PERSONNEL INVOLVED IN TRAINING PROGRAMS IN FUNDED PROGRAMS DURING 1973-74	42
3.17	OBJECTIVES OF PRE- AND IN-SERVICE TRAINING PROGRAMS	43
3.18	JOINT TRAINING ASPECTS OF PRE- AND IN-SERVICE TRAINING	44
4.1	PROPORTION OF PARTICIPANTS ENTERING READING PROGRAMS	46
4.2	PROPORTION OF PARTICIPANTS FALLING WITHIN SPECIFIED IQ RANGES FOR FIVE YEARS OF PROGRAM FUNDING	47
4.3	PRE-PROGRAM DATA FOR CHILDREN WHO PARTICIPATED IN TITLE I AND/OR STATE COMPENSATORY EDUCATION READING OR READING RELATED PROGRAMS IN RHODE ISLAND DURING 1973-74	49
4.4	POST-PROGRAM DATA FOR CHILDREN WHO PARTICIPATED IN TITLE I AND/OR STATE COMPENSATORY EDUCATION READING OR READING RELATED PROGRAMS IN RHODE ISLAND 1973-74	53
4.5	NUMBER OF PARTICIPANTS IN READING PROGRAMS	55
4.6	RELATION BETWEEN INSTRUCTIONAL TIME PER PUPIL AND NUMBER OF PUPILS SERVED	56
4.7	RELATIONSHIP BETWEEN INSTRUCTIONAL GROUP SIZE AND NUMBER OF PUPILS SERVED	58
4.8	RELATIONSHIP BETWEEN ADEQUACY OF MATERIALS AND TIME SPENT IN CONSTRUCTING MATERIALS	60
4.9	RELATIONSHIP BETWEEN TIMELY AVAILABILITY OF MATERIALS AND TIME SPENT IN CONSTRUCTING MATERIALS	61
4.10	RELATIONSHIP BETWEEN SCHEDULED PREPARATION TIME AND TIME SPENT IN CONSTRUCTING MATERIALS	62
4.11	RELATIONSHIP BETWEEN OPPORTUNITY TO SELECT MATERIALS AND TIME SPENT IN CONSTRUCTING MATERIALS	63
4.12	SUMMARY - POST-TEST PROGRAM QUESTIONNAIRE FOR TEACHERS	65
4.13	NUMBER OF STUDENTS PRE- AND POSTTESTED IN FEDERAL- AND STATE-FUNDED READING PROGRAMS	71
4.14	GATES-MacGINITIE VOCABULARY SUBTEST RAW-SCORE PRETEST DATA	73
4.15	GATES-MacGINITIE COMPREHENSION SUBTEST RAW-SCORE PRETEST DATA	74
4.16	GATES-MacGINITIE VOCABULARY SUBTEST PRETEST GRADE-EQUIVALENT SCORES	76
4.17	GATES-MacGINITIE COMPREHENSION SUBTEST PRETEST GRADE-EQUIVALENT SCORES	77
4.18	GATES-MacGINITIE VOCABULARY SUBTEST RAW-SCORE POSTTEST DATA	80
4.19	GATES-MacGINITIE COMPREHENSION SUBTEST RAW-SCORE POST-TEST DATA	81

LIST OF TABLES (Continued)

		PAGE
4.20	GATES-MacGINITIE VOCABULARY SUBTEST POSTTEST GRADE-EQUIVALENT SCORES	82
4.21	GATES-MacGINITIE COMPREHENSION SUBTEST POSTTEST GRADE-EQUIVALENT SCORES	83
4.22	MEAN PRETEST GRADE-EQUIVALENTS AND MEAN POSTTEST GRADE-EQUIVALENTS FOR PARTICIPANTS TESTED AT GRADE LEVEL	84
4.23	NUMBER OF STUDENTS WITH MATCHED PAMG AND AMG SCORES FOR GATES-MacGINITIE READING TESTS	87
4.24	GATES-MacGINITIE VOCABULARY SUBTEST GRADE-EQUIVALENT MEANS FOR PAIRED PRE- AND POSTTEST SCORES	89
4.25	GATES-MacGINITIE COMPREHENSION SUBTEST GRADE-EQUIVALENT MEANS FOR PAIRED PRE- AND POSTTEST SCORES	90
4.26	VOCABULARY SUBTEST MONTHLY GAIN RATES FOR PAIRED DATA	91
4.27	COMPREHENSION SUBTEST MONTHLY GAIN RATES FOR PAIRED DATA	92
4.28	PROPORTION OF PARTICIPANTS ACHIEVING AVERAGE MONTHLY GAIN RATES WITHIN SPECIFIED RANGES	93
4.29	VOCABULARY AND COMPREHENSION SUBTESTS COMPARISON OF AVERAGE MONTHLY GAIN RATES FOR COMBINED G.E. SCORES RHODE ISLAND COMPENSATORY READING PROGRAMS, 1969-74	94
4.30	GATES-MacGINITIE READINESS TEST PRE- AND POSTTEST RAW-SCORE DATA	95
5.1	TOTAL EXPENDITURES AND ENROLLMENTS FOR SUMMER TITLE I PROJECTS	100
5.2	NUMBER AND PERCENT OF PARTICIPANTS IN SUMMER TITLE I PROJECTS, 1974 CLASSIFIED BY GRADE, PUBLIC AND NON-PUBLIC SCHOOL ATTENDANCE	101
5.3	ETHNIC/LANGUAGE GROUP COMPOSITION OF PARTICIPANTS IN SUMMER TITLE I PROJECTS	103
5.4	NUMBER OF DAYS IN OPERATION OF SUMMER TITLE I PROJECTS	104
5.5	NUMBER OF PARTICIPANTS IN VARIOUS INSTRUCTIONAL ACTIVITIES INCLUDED IN SUMMER TITLE I PROJECTS 1974	106
5.6	NUMBER OF PERSONS IN DESIGNATED PERSONNEL CATEGORIES AND CORRESPONDING FULL TIME EQUIVALENTS FOR SUMMER TITLE I PROJECTS	107
5.7	NUMBER OF PERSONNEL IN SPECIFIED CATEGORIES INCLUDED IN TRAINING PROGRAMS FOR SUMMER PROJECTS	108
5.8	FREQUENCY WITH WHICH SPECIFIED OBJECTIVES WERE GIVEN EMPHASIS IN SUMMER TRAINING PROGRAMS	109

CHAPTER I

FINANCIAL AND PARTICIPATION STATISTICS

Number of Programs

During fiscal year 1973-74, 39 of the 40 Local Educational Agencies in the state operated a total of 89 funded projects (see Table I.1). This is the same number of LEA's as operated funded programs during fiscal 1972-73; the number of projects is up from 86, with the number of projects per LEA varying from district to district depending upon individual pupil needs within each district. Of the 89 projects, 44 were funded solely by Title I funds, 29 were funded solely from state compensatory funds (Section 4 projects), and 16 were jointly funded by Title I and state compensatory funds (Type 5 projects).

TABLE I.1

NUMBER OF FUNDED PROJECTS IN
RHODE ISLAND - 1973-74

Number of LEAs Operating in the State		40
Number of LEAs Operating Funded Programs		39
Number of LEAs Receiving Title I Funds		38
Number of LEAs Receiving Section 4 Funds		40
Total Number of Funded Projects		
Title I Only	44	
Section 4 Only	29	
Title I and Section 4	16	

Title I Programs

LEA's reported that a total of 9,440 children were served by programs funded solely by Title I funds (see Table 1.2). Of this total, 8,076 attended public schools, and 1,364 attended non-public schools. No accurate comparison can be made with 1972-73 enrollment figures, since the 1972-73 total includes Title I children in Type 5 projects, whereas figures for 1973-74 are for Title I programs only. There is probably a substantial decrease in the number of children reported served by Title I projects, down from the 1972-73 total of 17,712. The difference between number of children served during these two years is probably in the neighborhood of 5,400, with most of this decrease resulting from the fact that the city of Providence has greatly reduced the number of children involved in its Title I reading programs. The decrease is present for both public and non-public school children, although that for the latter is of considerably smaller magnitured.

Note: Tables in this Chapter are not always comparable with tables for the Eighth Annual Title I Evaluation Report (for fiscal 1972-73) because of differences in reporting data.

TABLE 1.2

TITLE 1 EXPENDITURES AND NUMBER OF PARTICIPANTS BY SCHOOL DISTRICT

LEA's	*Expended	*Enrollment			PPE
		Public	Non-Public	Total	
Barrington	$ 1,871	16	--	16	$116.94
Bristol	60,919	120	23	143	426.01
Burrillville	32,764	68	4	72	455.06
Central Falls	9,428	63	25	88	107.14
Cranston	198,941	358	10	368	540.60
Cumberland	45,242	211	--	211	214.42
East Greenwich	23,282	180	12	192	121.26
East Providence	171,029	448	17	465	367.80
Foster	3,588	34	--	34	105.53
Hopkinton	11,064	77	--	77	143.69
Lincoln	43,023	110	--	110	391.12
Middletown	128,314	548	28	576	222.77
Newport	11,195	72	--	72	155.49
New Shoreham	2,264	20	--	20	113.20
North Kingstown	52,382	142	--	142	368.89
North Providence	57,369	180	--	180	318.72
North Smithfield	18,644	50	--	50	372.88
Pawtucket	449,218	890	129	1,019	440.84
Providence	1,782,769	3,475	1,016	4,491	396.96
Smithfield	41,052	110	25	135	304.09
Tiverton	26,885	150	--	150	179.23
Warren	45,123	102	--	102	442.38
Warwick	232,244	294	63	357	650.54
Westerly	40,534	110	--	110	368.49
West Warwick	50,696	108	12	120	422.47
Exeter-West Greenwich	15,084	110	--	110	137.13
Foster Glocester	10,516	30	--	30	350.53
TOTAL	$3,565,440	8,076	1,364	9,440	$377.69

* Title I Programs only, not including Type 5 Programs.

Table 1.3 presents the distribution of all Title I funds expended in both Title I and Type 5 programs. As can be seen from this table, the largest percentage of instructional and supportive services expenditures went into remedial and/or corrective reading activities (51.4% of instructional expenditures and 47.4% of the total of instructional and service expenditures). The next largest percentage (13.2% of instructional and 12.2% of combined instructional and supportive) of expenditures was spent for mathematics activities. English-as-a Second-Language activities received 11.1% of instructional and 10.2% of instructional and services activities. Each of the other instructional and supportive services activities received less than 5% of the total expended, with the exception of "Other" instructional activities.

Within this "Other" category, the largest expenditures were for items described as "Counselor, Office, and Psychologist," apparently for a reading program ($64,700, or 1.8% of instructional expenditures); Slow Learner ($60,202, or 1.7% of instructional expenditures); Special Education ($29,448, or 0.8% of instructional expenditures); Raising of Composite Achievement ($20,131, or 0.6% of instructional expenditures); Perceptual Training ($13,144, or 0.4% of instructional expenditures) and Creative Experiences in Language Arts, Social Studies and Science ($11,730, or 0.3% of instructional expenditures). Lesser expenditures were made for Social Adjustment, In-Service Education, Teaching Supplies, Nutritional Education, Transitional Classes, and English.

Among the supportive services, the largest expenditure was for psychological and diagnostic services, accounting for 37.4% of the total. Other major areas of expenditure within this category were community services (18.2%), social worker services (15.9%), and counseling (13.2%).

TABLE 1.3

DISTRIBUTION OF COMBINED EXPENDITURES AND PERCENTAGES FOR TITLE I PROGRAMS 1973-74*

Instructional Activities	Expenditures	Percent of Instructional and Service Expenditures	Percent of Instructional Expenditures	Percent of Total Expenditures
English as a Second Language	$ 392,975	10.2	11.1	8.5
Industrial Arts	37,926	1.0	1.1	0.8
Pre-school Learning Activities	38,386	1.0	1.1	0.8
Kindergarten Learning Activities	121,005	3.2	3.4	2.6
Language Arts/Communication Skills	110,574	2.9	3.1	2.4
Learning Disability Activities	94,711	2.5	2.7	2.0
Mathematics	467,511	12.2	13.2	10.1
Remedial/Corrective Reading	1,818,978	47.4	51.4	39.2
Sciences	5,486	0.1	0.2	0.0
Special Activities for Dropouts	72,516	1.9	2.1	1.6
Special Activities, Special Ed.	160,949	4.2	4.6	3.5
Other	215,407	5.6	6.1	4.6
TOTAL COST OF INSTRUCTIONAL ACTIVITIES	$3,536,424	92.1	100.1	76.2
Supportive Service Activities			**Percent of Supportive Expenditures**	
Community Services	$ 55,186	1.4	18.2	1.2
Counseling	40,052	1.0	13.2	0.9
Dental/Medical	5,619	0.1	1.8	0.1
Psychological and Diagnostic	114,016	3.0	37.4	2.5
Social Worker Services	48,300	1.3	15.9	1.0
Speech and Hearing	210	0.1	0.0	0.0
Transportation	23,395	0.6	7.7	0.5
Student Body Activities	5,047	0.1	1.7	0.1
Other	12,748	0.3	4.2	0.3
TOTAL COST OF SUPPORTIVE ACTIVITIES	$ 304,573	7.9	100.0	6.6
TOTAL COST OF INSTRUCTIONAL AND SUPPORTIVE ACTIVITIES	$3,840,997	100.0		82.7
ADMINISTRATIVE COSTS, CAPITAL OUTLAY, FIXED CHARGES, MAINTENANCE, OPERATION OF PLANT	$ 800,891			17.3
GRAND TOTAL	$4,641,888			100.0

*Includes Title I funds expended in Type 5 programs

More instructive, perhaps, is a comparison of expenditures from year to year to see whether shifts in funding allocations reflect trends. Table 1.4 presents the major categories of Title I expenditures for fiscal 1972-73 and fiscal 1973-74. There are a number of shifts in funding allocations which are quite apparent, perhaps the most striking being the relative percentages of funds expended within the three major categories of Instructional Activities, Supportive Services Activities, and Administrative Costs. The percentage of total funds spent for Instructional Activities has increased by 6.8% (from 69.4% to 76.2%), that for Supportive Services Activities has decreased 3.6% (from 10.2% to 6.6%), and that for Administrative Costs has decreased 3.1% (from 20.4% to 17.3%). The decrease in expenditures for Administrative Costs continues, and accelerates, a similar decrease noted from fiscal 1971-72 (a decrease of 0.9%); the decrease in Supportive Services expenditures reverses the increase (1.1%) for such expenditures from 1971-72 to 1972-73.

Within the Instructional Activities category, the most noticeable shifts occur in the areas of Reading and Mathematics. The 4.4% decrease in percentage of total expenditures (from 43.6% to 39.2%) allocated to Reading is probably reflective of the previously noted large decrease in the size of the Title I reading program in the city of Providence. The 4.7% increase in percentage of total expenditures (from 5.4% to 10.1%) allocated to Mathematics continues the shift observable between fiscal 1971-72 and fiscal 1972-73 (+2.2%).

Within the Supportive Services Activities category, the largest shifts occur in the areas of counseling (-2.1%), psychological and diagnostic services (+1.4%), and social worker services (-1.6%). The increase for psychological and diagnostic services continues the shift between 1971-72

TABLE 1.4

COMPARISON OF AREAS OF EXPENDITURES
TITLE I FUNDS 1972-73 and 1973-74

Instructional Activities	1973-74 Percent of Instructional and Service Expenditures	1973-74 Percent of Total	1972-73 Percent of Instructional and Service Expenditures	1972-73 Percent of Total
English as a Second Language	10.2	8.5	9.3	7.4
Industrial Arts	1.0	0.8	1.4	1.2
Pre-School and Kindergarten	4.2	3.4	3.3	2.6
Language Arts/Comm. Skills (1)	2.9	2.4	- -	- -
Learning Disability Skills (1)	2.5	2.0	- -	- -
Mathematics	12.2	10.1	6.7	5.4
Remedial/Corrective Reading	47.4	39.2	53.5	43.6
Sciences	0.1	0.1	0.1	0.1
Special Activities, Dropouts (1)	1.9	1.6	- -	- -
Special Education	4.2	3.5	2.5	2.0
Other (2)	5.6	4.6	10.3	8.2
TOTAL COST OF INSTRUCTIONAL ACTIVITIES	92.1%	76.2%	87.2%	69.4%
	$3,536,424.		$3,238,854.	
Supportive Services Activities				
Community Services (1)	1.4	1.2	- -	- -
Counseling	1.0	0.9	3.7	3.0
Dental/Medical	0.1	0.1	0.2	0.2
Psychological and Diagnostic	3.0	2.5	1.4	1.1
Social Worker Services	1.3	1.0	3.3	2.6
Speech and Hearing (1)	0.1	- -	- -	- -
Transportation	0.6	0.5	0.8	0.6
Student Body Activities (1)	0.1	0.1	- -	- -
Other (2)	0.3	0.3	3.3	2.7
TOTAL COST OF SUPPORTIVE ACTIVITIES	7.9%	6.6%	12.8%	10.2%
	$ 304,573.		$ 476,570.	
TOTAL COST OF INSTRUCTIONAL AND SUPPORTIVE ACTIVITES	100.0%	82.7%	100.0%	79.6%
	$3,840,997.		$3,715,424.	
ADMINISTRATIVE COSTS, CAPITAL OUTLAY, FIXED CHARGES, MAINTENANCE, OPERATION OF PLANT		17.3%		20.4%
	$ 800,891.		$ 954,261.	
GRAND TOTAL		100.0%		100.0%
	$4,641,888.		$4,669,684.	

(1) Not reported as a separate category for 1972-73.
(2) Includes categories separately reported for 1972-73 but not for 1973-74.

and 1972-73 (+0.5%), while the decrease for counseling reverses the increase between those years (+1.2%); there was no change in percentage of total expenditures for social workers services for 1971-72 and 1972-73.

STATE COMPENSATORY EDUCATION PROGRAMS

The State Compensatory Education Act: Chapter 160, Section IV, Public Laws of 1968, was enacted during the 1968 legislative session of the State of Rhode Island. The guidelines to the administration of this bill indicate its purpose:

> "The purpose of the appropriation is to provide financial assistance to school programs for the disadvantaged child currently in operation and such programs initiated by the school district in the future and as approved by the department."

This state compensatory education bill is very closely related to Title I administratively in that the same personnel administer both bills. Entitlements of school districts for state compensatory funds is based on the same number of low-income children for whom they are allotted Title I funds. The method by which priorities are established and the realtionship between State Compensatory and Title I Programs is described below:

Each school ranked will fall into one of the following priorities:

A. Title I eligible schools operating Title I programs	(1) State funds may be used to supplement Title I projects (optional) to provide additional services (new or existing) for disadvantaged children.
	(2) State funds may be used to continue existing Title I projects if Title I funds have been transferred to another Title I project.
B. Title I eligible school not operating Title I Programs	(1) If priorities A1 or A2 are not elected, state funds may be used to implement projects in priority B schools according to the order in which they are ranked.

(2) State funds may be used to initiate new projects or to continue or supplement existing projects which are locally funded.

(3) If new programs are implemented, any services provided therein must also be made available to children in existing Title I projects who have similar needs.

C. Non-eligible schools under Title I

(1) State funds may be used in these schools only after the needs in B have been met and only in schools where there is sufficient number of disadvantaged children to make a program feasible.

(2) Program must be for disadvantaged with others only on a space available basis.

(3) Services provided must also be provided to children in Title I eligible schools who have need for such services.

The distribution of funds, numbers of public and non-public enrollees, and per-pupil expenditures by school districts for Section 4 programs are presented in Table 1.5. There is an increase of slightly over $120,000 in total state compensatory fund expenditures over 1972-73.

TABLE 1.5

STATE COMPENSATORY FUND (SECTION 4) EXPENDITURES
AND NUMBER OF PARTICIPANTS BY SCHOOL DISTRICTS

LEA's	*Expended	*Enrollment Public	Non-Public	Total	PPE
Bristol	$ 23,116.73		--	88	$ 262.69
Burrillville	15,631.00	40	--	40	390.78
Cranston	80,026.08	329	28	357	224.16
Cumberland	10,200.00	66	--	66	154.55
East Greenwich	11,270.65	51	20	71	158.74
East Providence	59,448.77	72	--	72	825.68
Foster	2,743.00	38	--	38	72.18
Kopkinton	4,721.00	40	--	40	118.03
Lincoln	14,993.00	120	--	120	124.94
Middletown	58,143.39	432	--	432	134.59
Newport	101,540.00	360	--	360	282.06
New Shoreham	1,233.00	41	--	41	30.07
North Kingstown	34,453.00	200	00	200	172.27
North Providence	19,842.00	72	--	72	275.58
North Smithfield	6,189.00	14	--	14	442.07
Pawtucket	182,537.00	555	--	555	328.90
Providence	773,366.92	9,675	--	9,675	79.93
Smithfield	15,568.00	11	--	11	1,415.27
Tiverton	9,762.00	33	--	33	295.82
Warren	18,822.00	31	--	31	607.16
Warwick	102,591.63	200	37	237	432.88
West Warwick	28,647.00	126	12	138	207.59
Woonsocket	32,898.43	870	--	870	37.81
Exeter-West Greenwich	6,572.00	135	--	135	48.68
Foster Glocester	5,505.53	20	--	20	275.28
TOTAL	$1,619,821.13	13,619	97	13,716	$ 118.10

* Section 4 Programs only, not including Type 5 Programs.

Table 1.6 presents the distribution of funds expended in programs funded solely by state compensatory funds. Of the total expended, 58.7% went for Instructional Activities, 26.9% for Supportive Service Activities, and 14.4% for Administrative costs. These figures compare to the respective Title I figures of 76.2%, 6.6%, and 17.3%.

In the area of Instructional Activities, the largest identifiable expenditures is for Remedial/Corrective Reading (31.5% of instructional expenditures and 18.5% of total expenditures). The next largest category is "Other," which accounts for 47.9% of instructional expenditures and 28.1% of total expenditures. Included within this "Other" category are Transitional Rooms, Guidance, Reading Consultants, Work-Study Skills, Psychological Services, Tutoring, Supplies, Teachers, Clerical Services, and Miscellaneous Instructional Expenses.

In the area of Supportive Service Activities, the largest expenditures are for Transportation (43.2% of service expenditures and 11.6% of total expenditures), "Other" (29.8% and 8.0% respectively), and counseling (22.4% and 6.0% respectively). The "Other" category was primarily food services.

TABLE 1.6

DISTRIBUTION FOR COMBINED EXPENDITURES AND PERCENTAGES FOR SECTION 4 PROGRAMS 1973-74

Instructional Activities	Expenditures	Percent of Instructional and Service Expenditures	Percent of Instructional Expenditures	Percent of Total Expenditures
Bilingual	$ 33,030	2.0	2.9	1.7
English as a Second Language	85,253	5.1	7.5	4.4
Industrial Arts	43,206	2.6	3.8	2.2
Pre-School Learning Activities	9,773	0.6	0.9	0.5
Kindergarten Learning Activities	21,546	1.3	1.9	1.1
Learning Disability Activities	30,508	1.9	2.7	1.6
Mathematics	2,910	0.2	0.3	0.1
Remedial/Corrective Reading	358,947	21.6	31.5	18.5
Special Activities for Dropouts	5,798	0.3	0.5	0.3
Special Activities, Special Ed	2,900	0.2	0.3	0.3
Other	545,763	32.8	47.9	28.1
TOTAL COST OF INSTRUCTIONAL ACTIVITIES	$1,140,034	68.6	100.0%	58.7

Supportive Service Activities			Percent of Supportive Expenditures	
Community Services	$ 1,433	0.1	0.3	0.1
Counseling	117,235	7.1	22.4	6.0
Dental/Medical	12,609	0.8	2.4	0.6
Psychological and Diagnostic	1,695	0.1	0.3	0.1
Social Worker Services	7,846	0.5	1.5	0.4
Transportation	225,887	13.6	43.2	11.6
Student Body Activities	105	0.0	0.0	0.0
Other	155,825	9.4	29.8	8.0
TOTAL COST OF SUPPORTIVE ACTIVITIES	522,635	31.4	100.0	26.9
TOTAL COST OF INSTRUCTIONAL AND SUPPORTIVE ACTIVITIES	$1,662,669	100.0		85.6
ADMINISTRATIVE COSTS, CAPITAL OUTLAY, FIXED CHARGES, MAINTENANCE, OPERATION OF PLANT	$ 280,296			14.4
GRAND TOTAL	$1,942,965			100.0

Joint State and Title I Funded Programs

State Section 4 funds can be used separately to operate compensatory education programs or may be combined with Title I funds to operate jointly funded programs (Type 5 programs). As is indicated earlier (Table 1.1), a total of 16 Type 5 projects were funded during 1973-74. These 16 projects served a total of 2,875 children (2,585 public and 290 non-public) at a cost of $1,415,675.26. The per-pupil expenditure across all 16 programs was $492.41.

TABLE 1.7

TYPE 5 EXPENDITURES AND NUMBER OF PARTICIPANTS BY SCHOOL DISTRICT

LEA's	Expended	Public	Non-Public	Total	PPE
Barrington	$ 41,627.26	220	15	235	$ 117.14
Central Falls	204,048.58	278	75	353	578.04
Coventry	80,971.54	134	27	161	502.93
Cumberland	25,230.98	50	--	50	504.62
Glocester	9,961.74	30	--	30	332.06
Jamestown	18,101.00	49	--	49	369.41
Johnston	86,720.54	134	17	151	574.31
Little Compton	7,139.56	73	--	73	97.80
Narragansett	26,894.50	52	14	66	407.49
Newport	204,178.95	480	30	510	400.35
Portsmouth	98,656.56	201	--	201	490.83
Richmond	9,531.39	23	--	23	414.41
Scituate	40,634.99	92	--	92	441.68
South Kingstown	56,321.15	50	5	55	1,024.02
Woonsocket	485,446.52	666	107	773	628.00
Chariho	20,210.00	53	--	53	381.32
TOTAL	$1,415,675.26	2,585	290	2,875	$ 492.41

All Programs

For all LEA's in the state which operated funded programs during 1973-74, Table 1.8 presents per-pupil expenditures for non-Title I funds, Title I projects, Section 4 projects, and Type 5 projects, as well as numbers of children in each district and in each type of project. Non-Title I expenditures ranged from $735 to $1,800 per pupil; Title I expenditures ranged from $105.53 to $673.93 per pupil; Section 4 expenditures ranged from $30.07 to $1,415.27 per pupil; and Type 5 expenditures ranged from $97.80 to $1,024.02 per pupil. Size of program went from a low of 11 (Smithfield, Section 4) to 9,675 (Providence, Section 4).

The distribution of all funds expended across the three types of funded programs (Title I, Section 4 and Type 5) is presented in Table 1.9. Seventy-one percent of all funds were spent on instructional activities, 12.6% on supportive service activities, and 16.4% on administrative costs. In the instructional activities category the largest expenditures were for reading (33.1% of total expenditures), English as a Second Language (7.3%), Mathematics (7.1%) and "Other" (11.6%). In the supportive services category, the largest expenditures were for transportation (3.8% of total expenditures), counseling (2.4%), and "Other" (2.6%).

Table 1.10 presents an unduplicated count of participants, total expenditures, and per-pupil expenditures for all types of programs. The number of participants is down for Title I and Type 5 projects and up for Section 4 projects: Title I down from 15,083 to 9,440; Section 4 up from 12,881 to 13,716; Type 5 projects down from 4,696 to 2,875. Expenditures for projects funded only by Title I are down just over $8,000 (from $3,574,303 to $3,566,256); for Section 4 only projects, total expenditures are down just

TABLE 1.8

PER-PUPIL EXPENDITURES AND NUMBERS
OF CHILDREN IN FUNDED PROGRAMS

	PER-PUPIL EXPENDITURES				NUMBER OF SCHOOL AGE CHILDREN			
LEA's	Non-Title I	Title I	Section 4	Type 5	Total In District	Title I	Section 4	Type 5
Barrington	$1,011.13	$ 116.94	$ ------	$ 177.14	5,005	16	----	235
Bristol	1,088.81	426.02	262.69	------	4,114	143	88	---
Burrillville	922.78	455.05	390.78	------	2,836	72	40	---
Central Falls	912.75	107.14	------	578.04	3,837	88	----	353
Coventry	1,080.14	------	------	502.93	6,873	---	----	161
Cranston	1,053.94	540.59	224.16	------	15,317	368	357	---
Cumberland	774.00	214.43	155.55	504.62	7,548	211	66	50
East Greenwich	1,097.91	123.97	158.74	------	3,041	192	71	---
East Providence	773.00	378.71	825.68	------	12,794	465	72	---
Foster	1,369.00	105.53	72.18	------	294	34	38	---
Glocester	939.00	------	------	332.06	680	---	----	30
Hopkinton	993.70	157.96	118.03	------	978	77	140	---
Jamestown	987.30	------	------	369.41	777	---	----	49
Johnston	897.00	------	------	574.31	5,073	---	----	151
Lincoln	859.00	391.12	124.94	------	3,858	110	120	---
Little Compton	754.41	------	------	97.80	491	---	----	73
Middletown	944.96	225.48	134.59	------	4,561	576	432	---
Narragansett	1,021.00	------	------	407.49	1,774	---	----	66
Newport	1,192.00	160.40	282.06	400.35	6,078	72	360	510
New Shoram	1,800.00	113.20	30.07	------	104	201	41	---
North Kingstown	1,130.72	374.99	172.27	------	6,788	142	200	---
North Providence	934.74	320.79	275.58	------	4,928	180	72	---
North Smithfield	916.00	375.30	442.07	------	2,395	50	14	---
Pawtucket	947.00	451.86	328.90	------	15,690	1,019	555	---
Portsmouth	991.42	------	------	490.83	3,853	---	----	201
Providence	1,216.00	411.88	79.93	------	29,615	4,491	9,675	---
Richmond	747.46	------	------	414.41	**	---	----	23
Scituate	997.32	------	------	441.68	1,988	---	----	92
Smithfield	939.21	304.09	1,415.27	------	3,785	135	11	---
South Kingstown	1,255.00	------	------	1,024.02	3,282	---	----	55
Tiverton	1,026.22	179.23	295.82	------	3,381	150	33	---
Warren	1,085.57	442.39	607.16	------	2,427	102	31	---
Warwick	979.00	673.93	432.89	------	22,029	357	237	---
Westerly	937.66	368.49	------	------	4,410	110	----	---
West Warwick	735.00	422.47	207.59	------	5,266	120	138	---
Woonsocket	1,041.42	------	37.81	628.00	10,876	---	870	773
Exeter-W.Greenwich	1,027.78	137.13	48.68	------	1,153	110	135	---
Chariho	1,097.76	------	------	381.32	1,508	---	----	53
Foster-Glocester	1,137.00	350.56	275.28	------	1,444	30	20	---

*Total includes public and non-public.
**Data not reported by LEA.

TABLE 1.9

DISTRIBUTION OF COMBINED EXPENDITURES AND PERCENTAGES FOR ALL FUNDED PROGRAMS 1973-74

Instructional Activities	Expenditures	Percent of Instructional and Service Expenditures	Percent of Instructional Expenditures	Percent of Total Expenditures
Bilingual	$ 33,030	0.6	0.7	0.5
English as a Second Language	478,228	8.7	10.2	7.3
Industrial Arts	81,132	1.5	1.7	1.2
Pre-School Learning Activities	48,159	0.9	1.0	0.7
Kindergarten Learning Activities	142,551	2.6	3.0	2.2
Language Arts/Communication Skills	110,574	2.0	2.4	1.7
Learning Disability Activities	125,619	2.3	2.7	1.9
Mathematics	470,421	8.5	10.1	7.1
Remedial/Corrective Reading	2,177,925	39.6	46.6	33.1
Sciences	5,486	0.0	0.1	0.0
Special Activities for Dropouts	78,314	1.4	1.7	1.2
Special Activities, Special Ed.	163,849	3.0	3.5	2.5
Other	761,170	13.8	16.3	11.6
TOTAL COST OF INSTRUCTIONAL ACTIVITIES	$4,676,458	85.0%	100.0%	71.0%

Supportive Service Activities			Percent of Supportive Expenditures	
Community Services	$ 56,619	1.0	6.8	0.9
Counseling	157,287	2.9	19.0	2.4
Dental/Medical	18,228	0.3	2.2	0.3
Psychological and Diagnostic	115,711	2.1	14.0	1.8
Social Worker Services	56,146	1.0	6.8	0.9
Speech and Hearing	210	0.0	0.0	0.0
Transportation	249,282	4.5	30.1	3.8
Student Body Activities	5,152	0.0	0.6	0.0
Other	168,573	3.1	20.4	2.6
TOTAL COST OF SUPPORTIVE ACTIVITIES	$ 827,208	15.0%	100.0%	12.6%
TOTAL COST OF INSTRUCTIONAL AND SUPPORTIVE ACTIVITIES	$ 5,503,666	100.0%		
ADMINISTRATIVE COSTS, CAPITAL OUTLAY, FIXED CHARGES, MAINTENANCE, OPERATION OF PLANT	$ 1,081,187			16.4%
GRAND TOTAL	$ 6,584,853			100.0%

over $29,000 (from $1,650,928 to $1,621,489); for Type 5 projects, total expenditures are down $115,000 (from $1,512,108 to $1,397,108). Total expenditures for all funded programs are down just over $152,000 (from $6,737,339 to $6,584,853). As could be expected on the basis of the small decrease in total funding and the 20.3% decrease in number of participants, per-pupil expenditures are higher for 1973-74. For Title I projects: up 59.4% (from $236.98 to $377.78). For Section 4 projects: down 7.8% (from $128.17 to $118.22). For Type 5 projects: up 51% (from $321.99 to $485.95). Per-pupil expenditure across all funded programs is up 25.3% (from $201.84 to $252.96).

TABLE 1.10

PER-PUPIL EXPENDITURES, ALL FUNDED PROGRAMS

	Number of Projects	Unduplicated Count of Participants	Expenditures	PPE
Title I only	44	9,440	$3,566,256	$377.78
Section 4	29	13,716	1,621,489	118.22
Type 5	16	2,875	1,397,108	485.95
All Funded Programs		26,031	$6,584,853	$252.96

CHAPTER 2

CHILDREN SERVED

Participants By Grade

The number of children served by funded programs during the 1973-74 academic year is shown in Table 2.1, according to grade level and public and non-public school enrollment.

The largest enrollment occurs in third-grade, with 11% of the total at that level. Nearly a third of the total enrollment occurs within the first three grades (32%); when pre-school and kindergarten figures are added to the total in grades one to three, we see that 39.6% of all children in all funded programs are at or below the third grade level. These percentages remain fairly constant across Title I and Section 4 programs but increase in Type 5 programs to 43% and 45.7%, respectively. The percentage of children in grades four through six (all programs) is 30.6%; in grades seven through nine, 17.1%; in grades ten through twelve, 10.5%; in special education, 1.6%.

Comparisons with figures from 1972-73 are not possible, since 1973-74 figures represent an unduplicated count, while those for 1972-73 represent a duplicated count of participants.

TABLE 2.1

NUMBER OF PARTICIPANTS IN COMPENSATORY EDUCATION PROGRAMS
DURING 1973-74 CLASSIFIED BY GRADE

	TITLE I			SECTION 4			TYPE 5			TOTALS		
GRADE	PUBLIC	NON-PUBLIC	TOTAL	PUBLIC	NON-PUBLIC	TOTAL	PUBLIC	NON-PUBLIC	TOTAL	PUBLIC	NON-PUBLIC	TOTAL
Pre-School	71	0	71	7	20	27	0	0	0	78	20	98
K	828	21	849	850	0	950	88	0	88	1,866	21	1,887
1	526	149	675	1,631	4	1,635	314	47	361	2,471	200	2,671
2	867	204	1,071	1,279	6	1,285	361	63	424	2,507	273	2,780
3	951	193	1,144	1,278	13	1,291	381	59	440	2,610	265	2,875
4	850	221	1,071	1,245	10	1,255	309	24	333	2,404	255	2,659
5	805	200	1,005	1,382	4	1,386	247	19	266	2,434	223	2,657
6	861	203	1,064	1,302	8	1,310	253	23	276	2,416	234	2,650
7	594	84	678	871	9	880	217	40	257	1,682	133	1,815
8	286	64	350	765	23	788	196	15	211	1,247	102	1,349
9	435	0	435	786	0	786	79	0	79	1,300	0	1,300
10	260	0	260	868	0	868	74	0	74	1,202	0	1,202
11	166	0	166	630	0	630	64	0	64	860	0	860
12	97	0	97	579	0	579	0	0	0	676	0	676
Sp.Ed.	384	25	409	6	0	6	2	0	2	392	25	417
TOTAL	8,076	1,364	9,440	13,619	97	13,716	2,585	290	2,875	24,280	1,751	26,031*

* This represents an unduplicated count of students. Note: Drops are included in totals
Note: Section 4 includes 40 in total of Public and grand total that are not divided by grade

Ethnic/Language Group Characteristics

The distribution of participants in all funded programs by ethnic or language group is presented in Table 2.2. The percentage of black children in these programs decreased from 21% in 1972-73 to 18% in 1973-74. No other comparative statements about groups can be made since new reporting categories were introduced for 1973-74.

TABLE 2.2

ETHNIC/LANGUAGE GROUP BREAKDOWN OF
COMPENSATORY EDUCATION PROGRAM PARTICIPANTS 1973-74

Black	18.0%
Portuguese Speaking	4.5%
Spanish Speaking	4.0%
American Indian	2.4%
Other Foreign Speaking	1.8%
Asian American	.4%
Other	69.0%

Public and Non-Public Participation

The numbers and percentages of public and non-public school children enrolled in funded programs for the years 1965-66 to 1973-74 are presented in Table 2.3. As has been noted earlier in this report, 1973-74 saw a sharp decrease from 1972-73 in the number of children enrolled in Title I programs. This decrease came primarily in the public school category, with the result that the percentage of public school participants in these programs fell from 91% to 86%, while that of non-public school participants rose from 9% to 14%. A similar change is noted in Type 5 programs, where the percentage of public school participants dropped from 95% to 90%, while that of non-public school participants rose from 5% to 10%. The opposite situation exists for Section 4 programs, with the public school percentage rising from 93% to 99% and the non-public school percentage dropping from 7% to 1%. Total enrollment figures within program types are not comparable, since the 1972-73 figures represent duplicated counts, whereas those for 1973-74 are unduplicated.

For the second consecutive year, total school enrollment in the state has decreased -- down 4.3% from 1972-73, and down 11.6% from the peak reached in 1969-70 (See Table 2.4) Also for the second consecutive year, total public school enrollment has dropped -- down 3.1% from 1972-73, and down 6.6% from the 1969-70 peak. Non-public school enrollment has steadily decreased, both as a total figure and as a percentage of total school enrollment, from its peak in 1966-67. While the public school percentage of total school enrollment has risen steadily from the base year 1965-66 -- from 76.8% that year to 87.2% in 1973-74, up 0.8% from 1972-73 to 1973-74 -- non-public school enrollment has, of course, steadily declined -- from 23.2% in

TABLE 2.3

NUMBER AND PERCENTAGE OF PUBLIC AND NON-PUBLIC PARTICIPANTS
IN COMPENSATORY EDUCATION PROGRAMS 1965-74

YEAR	TITLE I				SECTION 4				TYPE 5			
	Public		Non-Public		Public		Non-Public		Public		Non-Public	
	N	%	N	%	N	%	N	%	N	%	N	%
1965-66	12,729	82	2,842	18								
1966-67	14,118	80	3,589	20								
1967-68	17,425	85	3,168	15								
1968-69	14,611	87	2,093	13								
1969-70	15,133	89	1,710	11								
1970-71	14,526	91	1,467	9								
1971-72	11,201	88	1,584	12	18,478	96	860	4	9,348	88	1,267	12
1972-73	16,032	91	1,668	9	13,934	93	1,014	7	11,529	95	567	5
1973-74	8,076	86	1,364	14	13,619	99	97	1	2,585	90	290	10

TABLE 2.4

ENROLLMENTS AND PERCENTS OF STATEWIDE ENROLLMENTS IN PUBLIC AND NON-PUBLIC SCHOOLS AND PERCENT OF PUBLIC AND NON-PUBLIC ENROLLMENTS IN FUNDED PROGRAMS, 1965-74

YEAR	ENROLLMENT					TITLE I				SECTION 4				TYPE 5			
	Total	Public		Non-Public		Public		Non-Public		Public		Non-Public		Public		Non-Public	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1965-66	207,924	159,695	76.8	48,229	23.2	12,729	7.8	2,842	5.9								
1966-67	216,090	166,746	77.2	49,344	22.8	14,118	8.5	3,589	7.3								
1967-68	220,001	173,976	79.1	46,025	20.9	17,425	10.0	3,168	6.9								
1968-69	215,738	172,517	80.0	43,221	20.0	14,611	8.5	2,093	4.8								
1969-70	238,616	196,131	82.2	42,485	17.8	15,133	7.7	1,710	4.0								
1970-71	221,371	187,930	84.9	33,441	15.1	14,526	7.7	1,467	4.4								
1971-72	221,810	190,128	85.7	31,682	14.3	11,221	5.9	1,584	5.0					9,348	4.9	1,267	4.0
1972-73	219,898	189,948	86.4	29,950	13.6	16,032	8.4	1,668	5.6	13,935	7.3	1,014	3.4	11,529	6.1	567	1.9
1973-74	210,970	184,051	87.2	26,919	12.8	8,076	4.4	1,364	5.1	13,619	7.4	97	0.4	2,585	1.4	290	1.1

1965-66 to 12.8% in 1973-74.

The percentage of public school children enrolled in Title I programs has fluctuated from year to year and now stands at its lowest level since Title I funding began. The percentage is virtually the same as 1972-73 for enrollment in Section 4 programs, and the lowest for the three years of Type 5 programs for which data are available. The percentage of non-public school children in Title I programs is down 0.5% from 1972-73, but above its lowest figure of 1969-70. That for Section 4 and Type 5 programs appears to be down considerably, but, since 1972-73 figures are duplicated, no comparison is really possible.

Of the 184,051 public school students in Rhode Island during 1973-74, 24,280, or 13.2%, were enrolled in a Compensatory Education Program. Of the 26,919 non-public school students, 1,751, or 6.5%, were enrolled in a Compensatory Education Program. Of the 210,970 students enrolled in both public and non-public schools, 26,031, or 12.3%, were enrolled in a Compensatory Education Program.

CHAPTER 3

PROGRAM CHARACTERISTICS

Parent Advisory Committees

Of the 89 projects funded by Compensatory Education Funds, 81, or 91% reported the existence of a Parent Advisory Committee (PAC). (See Table 3.1).

TABLE 3.1

NUMBER OF PROJECTS HAVING PARENT ADVISORY COMMITTEE

	YES		NO		NO ANSWER	
	N	%	N	%	N	%
Title I	44	100	0	0	0	0
Section 4	21	72	4	19	4	19
Type 5	16	100	0	0	0	0
TOTAL	81	91	4	4.5	4	4.5

Within the various types of programs, all Title I and Type 5 projects reported having PAC's; 72% of Section 4 projects reported having them (19% reported they did not; 19% did not respond to the question). The total membership of the PAC's for these 81 projects was 1,276, of which by far the largest portion was parents -- 793, or 62.1% (See Table 3.2). The next largest number was public school administrators -- 141, or 11.1%, followed by public school teachers -- 139, or 10.9%. No other group exceeded 5% of the total membership. Secondary school students comprised the smallest reported group -- 8, or 0.6%.

TABLE 3.2

NUMBER OF LEA's REPORTING PARENT ADVISORY COMMITTEES
AND COMPOSITION OF COMMITTEES

Membership	Number of LEA's Reporting Membership			Total Members		
	Title I	Section 4	Type 5	Title I	Section 4	Type 5
1. Public School Administrators	23	15	12	82	36	23
2. Private School Personnel	11	6	3	31	14	10
3. Public School Teachers	18	11	12	74	26	39
4. Parents of Title I ESEA Children	25	17	15	402	258	133
5. Parent Representatives of the Community Action Program	4	4	2	8	10	5
6. Parent Members of the Headstart Advisory Committee	4	4	2	7	5	2
7. School Committee Members	5	4	2	6	4	9
8. Representatives from other Neighborhood Groups	6	5	4	17	16	6
9. Students from Local Secondary Schools	2	0	0	8	0	0
10. Others	4	2	4	6	2	37

The great majority (77.8%) of PAC's met once a month or less frequently, 38.3% meeting monthly and 39.5% meeting less than once a month. (See Table 3.3) PAC's for Type 5 projects met considerable less frequently than did those for Title I and Section 4 projects. Reimbursement for PAC related activities was provided to members in 31.8% of the 44 Title I projects (See Table 3.4).

TABLE 3.3

FREQUENCY OF TITLE I PARENT ADVISORY COMMITTEE MEETINGS

	Title I		Section 4		Type 5	
	N	%	N	%	N	%
Three or more times a month	9	20.5	1	4.8	-	-
Twice a month	1	2.3	7	33.3	-	-
Once a month	15	34.1	10	47.6	6	37.5
Less than once a month	19	43.2	3	14.3	10	62.5

TABLE 3.4

ARE TITLE I PARENT ADVISORY COMMITTEES REIMBURSED?

	N	%
Yes	14	31.8
No	26	59.1
No Answer	4	9.1

Pac's were involved in a variety of duties (See Table 3.5) the most common being making recommendations on improvement of Title I programs.

TABLE 3.5

DUTIES OF PARENT ADVISORY COMMITTEES

	Title I		Section 4		Type 5	
	N	%	N	%	N	%
1. Supplied information on parents' view of unmet educational needs	40	90.9	16	76.2	14	87.5
2. Supplied information on students' views of unmet educational needs	29	65.9	12	57.1	8	50.0
3. Made recommendations on expenditures of Title I funds	40	90.9	17	81.0	11	68.8
4. Participated in the development of Title I applications	41	93.2	17	81.0	14	87.5
5. Reviewed Title I applications	40	90.9	16	76.2	12	75.0
6. Made recommendations on improvement of Title I programs	42	95.5	16	76.2	14	87.5
7. Participated in Title I program evaluations	34	77.3	14	66.7	12	75.0
8. Recommended teacher personnel policy changes	15	34.1	3	14.3	14	87.5

Title I PAC's were then most commonly involved in the development of Title I applications (93.2%), making recommendations on Title I expenditures (90.9%), reviewing Title I applications (90.9%), and providing parental input regarding student needs (90.9%). Their least frequent duty was recommending teacher personnel policy changes (34.1%). Section 4 PAC's were involved in developing applications (81%) and making recommendations on expendi-

tures (81%). Their least frequent duty was also recommending teacher personnel policy changes (14.3%). For Type 5 PAC's, however, recommending teacher personnel policy changes was among the most frequently reported duties (87.5%). The other most common duties (all of which involved 97.5% of the PAC's) were supplying parental input, participating in the development of programs, and reviewing applications.

The scope of the issues with which PAC's were involved are noted in Table 3.6, almost all of them dealing with specific projects, and a large majority dealing with district-wide issues.

TABLE 3.6

ISSUES WITH WHICH PARENT ADVISORY COMMITTEES HAVE BEEN CONCERNED

	Title I		Section 4		Type 5	
	N	%	N	%	N	%
Concerning the Entire District	36	81.8	13	61.9	12	75.0
Concerning a District Subdivision	28	63.6	11	52.4	3	18.8
Concerning Individual Schools	35	79.5	14	66.7	12	75.0
Concerning Specific Titie I projects	43	97.7	19	90.5	13	81.3

Nearly half (45.5%), of the Title I PAC's had both clerical and technical staff provided for them (See Table 3.7); the total of those either reporting no staff provided or failing to respond (the assumption being that these also provided no staff) is the same (45.5%).

TABLE 3.7

STAFF PROVIDED FOR TITLE I
PARENT ADVISORY COMMITTEES

	(N = 44)	N	%
Clerical Staff Only		3	6.8
Technical Staff Only		1	2.3
Clerical and Technical		20	45.5
No Staff Provided		13	29.5
No Answer		7	15.9

Fewer than half of Title I PAC's had training provided to them (19 of 44, or 43.2%). (see Tables 3.8 and 3.9)

TABLE 3.8

HAS TRAINING BEEN PROVIDED FOR TITLE I CITIZENS
PARENT ADVISORY COMMITTEES SINCE JUNE, 1973?

	N	%
Yes	19	43.2
No	24	54.5
No Answer	1	2.3

Of the 19 that did get training, 18 (94.7%) received training in Title I program procedures, 14 (73.7%) in instructional media and equipment, 12 (63.2%) in school personnel policies, 11 (57.9%) in school finance, 1 (5.3%) in academic curricula, and 10 (52.6%) in "Other" areas.

TABLE 3.9

TYPE OF TRAINING PROVIDED TO
TITLE I PARENT ADVISORY COMMITTEES

	(N = 19)	
	N	%
1. Training in academic curricula	1	5.3
2. Training in school finance	11	57.9
3. Training in school personnel policies	12	63.2
4. Training in Title I program procedures	18	94.7
5. Training in instructional media and equipment	14	73.7
6. Other	10	52.6

Time of Operation

Table 3.10 presents a breakdown of the number of school days each project was in operation. Those running for 151 or more days can be considered to have covered the entire school year; the total, 80, represents 89.9% of all funded projects during the year. Only 3 of the 89 projects (3.4%) ran for fewer than 60 days.

TABLE 3.10

ACTUAL NUMBER OF DAYS OF OPERATION

Number of Days	Number of Projects			
	Title I	Section 4	Type 5	Total
60 or fewer	2	1	0	3
61-90	0	0	0	0
91-120	4	0	0	4
121-150	0	0	2	2
151 or more	38	28	14	80
Total	44	29	16	89

Personnel

Table 3.11 details the kinds and numbers of personnel paid for by Compensatory funds during 1973-74. For Title I, the largest number of personnel (54.6% of the full-time equivalents) is teachers; for Section 4, the largest number (42.7% of the FTE's) is teacher aides, which is also the second largest group (24.1% of FTE's) for Title I. The full-time equivalent number of teachers is down from 1972-73 for both funding areas; numbers of teacher aides are down for Title I and up for Section 4. The number of directors (FTE) is down 20% for Title I and 58% for Section 4.

TABLE 3.11

DISTRIBUTION OF PERSONNEL IN FUNDED PROGRAMS
BY JOB CATEGORY
1973-74

CATEGORY	NUMBER		FULL-TIME EQUIVALENTS	
	TITLE 1	SECTION 4	TITLE 1	SECTION 4
Coordinators	26	8	11.59	2.96
Project Directors	16	5	6.35	3.00
Teachers	273	88	248.75	52.69
Aides-Clerical	28	103	19.27	71.16
Aides-Instructional	121	119	109.85	115.66
Tutors,	24	0	4.41	0.00
Counselors	12	9	10.05	9.00
Social Workers	14	6	12.90	4.70
Diagnostic Services Personnel	11	1	6.33	1.00
Secretaries	21	13	15.36	8.72
Community Liasion Workers	5	0	5.00	0.00
Consultants	20	7	5.45	2.05
Total Personnel	571	359	455.31	270.94

Program Activities

A variety of activities are provided by the projects funded by Title I and Section 4 funds, and children may participate in one or more of the activities, under one or both of the funding sources. Table 3.12 presents the variety of instructional activities included in the projects, together with the reported number of participants engaged in each activity and the per-pupil expenditures of each activity. As was true in 1972-73, the largest numbers of participants were in the areas of Reading (47.8% of the 1973-74 total) and Mathematics (17.8% of the total). The other major areas of participant involvement are Language Arts/Communication Skills (8.1%), English as a Second Language (7.8%) and "Other" (10%). All other areas involve fewer than 3% of participants. Per-pupil expenditures range from a low of $93.15 for Language Arts/Communication Skills to $1,001 for Kindergarten activities.

The "Other" category includes the following activities: Creative Experience in Language Arts, Social Studies and Science; CDC, Transitional Classes; Special Education: History and Social Studies; Reading; Slow Learner; Speech Therapy; Work Study Skills; Reading Consultation; Social Adjustment; Nutritional Education; and Perceptual Training.

Table 3.13 lists the supportive services activities provided by the various projects, together with the number of participants reported engaged in each activity and per-pupil expenditures. The largest number of participants received services in the areas of Transportation (38.1% of total participants) and "Other" (37.8% of total). Inasmuch as Food Services appears to account for 99% of the"Other" total, it ought to be separated out from that category on future questionnaires.

TABLE 3.12

NUMBER OF PARTICIPANTS ENGAGED IN
INSTRUCTIONAL ACTIVITIES
IN ALL FUNDED PROJECTS

ACTIVITY	N*	PPE
Bilingual**	---	---
English as a Second Language	1149	$ 416.21
Industrial Arts	280	289.76
Kindergarten Learning Activities	141	1011.00
Language Arts/Communication Skills	1187	93.15
Learning Disability Activities	398	315.63
Mathematics	2628	179.00
Pre-school Learning Activities	78	617.42
Remedial/Corrective Reading	7049	308.97
Sciences	33	166.24
Special Activities for Dropouts	95	824.36
Special Activities for Special Education	229	715.50
Other	1470	517.80

*This is a duplicated count dovering all Title I, Section 4, and Type 5 Programs.

**An expenditure of $33,030 is reported for Bilingual activities, but no students are reported as participating in bilingual activities.

TABLE 3.13

NUMBER OF PARTICIPANTS ENGAGED IN
SUPPORTIVE SERVICES ACTIVITIES IN ALL FUNDED PROJECTS

ACTIVITY	N*	PPE
Community Services	497	$113.92
Counseling Services	2922	53.83
Dental/Medical	402	45.34
Psychological and Diagnostic Services	895	129.29
Social Worker Services	1208	46.48
Speech and Hearing Services	95	2.21
Transportation	10,773	23.14
Student Body Activities	793	6.50
Other	10,679	15.79

* This is a duplicated count covering all Title I, Section 4, and Type 5 Programs.

Training Programs

Compensatory Education Programs often involve the use of new materials and/or teaching strategies, inasmuch as children served by these programs are those for whom traditional approaches have been less successful. It is worthwhile, then, to look at the pre-service or in-service training programs provided within these programs (See Table 3.14). Only 33% of the 89 funded projects provided either pre- or in-service training during 1973-74, with Title I projects most frequently providing training (41%) and Section 4 projects least frequently providing training (24%).

TABLE 3.14

PROJECTS PROVIDING PRE- OR IN-SERVICE TRAINING

	N	%
Title I	18	41
Section 4	7	24
Type 5	4	25
Total	29	33

A total of nearly $31,000 was expended on pre-service and in-service training (See Table 3.15). As expected, because of the differences in total expenditures, most of the training expenditures (86%) were in Title I programs.

TABLE 3.15

EXPENDITURES FOR PRE- AND IN-SERVICE TRAINING PROGRAMS

TITLE I	SECTION 4	TYPE 5	TOTAL
$23,032.93	$100.00	$3,730.03	$26,862.96

The number of personnel involved in pre- and in-service training programs, and the types of training provided, are presented in Tables 3.16 and 3.17. Most training participants were regular classroom teachers (32%), followed by project-funded teachers (21%), parents (20%), and teacher aides (17%). Most of the participants, 80%, were involved in Title I projects, 11% in Section 4 projects, and 9% in Type 5 projects.

For Title I projects, the most common objectives of the training programs were introduction of new instructional techniques (72.2%) and measurement, evaluation and reporting (72.2%). Learning disabilities was the only listed area of training objectives involving fewer than half of the projects. For Section 4 projects, utilization of ancillary services (71.4%) and utilization of other resources (71.4%) were the most common areas of training. Introduction and utilization of instructional techniques and content material were the areas most commonly covered in Type 5 project training sessions.

TABLE 3.16

PERSONNEL INVOLVED IN TRAINING PROGRAMS
IN FUNDED PROGRAMS DURING 1973-74

PERSONNEL	NUMBER			
	Type 1	Section 4	Type 5	Total
Regular Classroom Teachers	171	17	7	195
Special Teachers	7	0	0	7
Project Funded Teachers	92	22	15	129
Counselors	6	6	0	12
Social Workers	4	3	0	7
School Principals	15	2	0	17
Other Professional Personnel	3	5	6	14
Parents	122	0	0	122
Teacher Aides	67	13	24	104
Other	3	0	0	3
TOTAL	490	68	52	610

TABLE 3.17

OBJECTIVES OF PRE- AND IN-SERVICE TRAINING PROGRAMS

	Title I N-18		Section 4 N=7		Type 5 N=4	
	N	%	N	%	N	%
1. Introduction of new instructional techniques	13	72.2	3	42.9	4	100.0
2. Introduction of new content material	12	66.7	3	42.9	4	100.0
3. Utilization of instructional equipment and materials.	13	72.2	4	57.1	4	100.0
4. Measurement, evaluation, and reporting	11	61.1	3	42.9	3	75.0
5. General orientation to the philosophy of compensatory education	10	55.6	3	42.9	3	75.0
6. Culture and personality of educationally disadvantaged	10	55.6	4	57.1	2	50.0
7. Types of learning disabilities	8	44.4	2	28.6	3	75.0
8. Project planning and design	9	50.0	4	57.1	2	50.0
9. Utilization of ancillary services (e.g. counseling)	10	55.6	5	71.4	2	50.0
10. Utilization of other resources (e.g. library, community)	12	66.7	5	71.4	2	50.0

The joint training aspects of pre- and in-service training programs are covered in Table 3.18. The most commonly found type of joint training involved teachers with teacher aides or other supportive personnel (55% of the total). Parents were involved in 38% of the training programs.

TABLE 3.18

JOINT TRAINING ASPECTS OF PRE- AND IN-SERVICE TRAINING

	Title I N = 18		Section 4 N = 7		Type 5 N = 4	
	N	%	N	%	N	%
With Teacher Aide or Other Supportive Personnel	12	66.7	3	42.9	1	25.0
With Other Professional Personnel	8	44.4	5	71.4	2	50.0
With Parents of Pupils	3	16.7	4	57.1	4	100.0
With Other Personnel	5	27.8	3	42.9	4	100.0

CHAPTER 4

EVAULATION OF READING PROGRAMS

In addition to the program and project reports described in previous chapters, information concerning program characteristics and demographic data related to participants was obtained from questionnaires completed by the reading teachers in the State and Title I compensatory programs. A summary of these data is provided in Tables 4.3, 4.4, and 4.12. Information concerning student performance on standardized tests was also recorded by the reading teachers, and an analysis of the data is presented in this chapter. The occasional discrepancy in population counts throughout the tables is due to invalid or missing responses on the various forms and questionnaires.

Characteristics of Student Population

A comparison by grade level of the number of participants entering the program for 1972-73 and 1973-74 is presented in Table 4.1. Although the distribution of participants for both academic years indicates that the major target has been students in grades one through four, the proportion of students served at this level decreased from 64% to 52%, and the proportion of students in grades five through eleven increased. During 1973-74 the number of students participating at the seventh-grade level was greater than the number participating at either the first-grade or fourth-grade level.

The proportions of female and male students participating in reading programs during 1973-74 were 41% and 59% respectively, and remained approximately the same as the previous year. The proportion of black students decreased from 17% to 5%. Spanish- or Portuguese-speaking students comprise

about 5% of students in reading programs for 1973-74, but no data is available from the previous year for comparison. The number of participants enrolled in parochial schools increased from 587 to 1149. The latter figure represents about 18% of the population served.

TABLE 4.1

PROPORTION OF PARTICIPANTS ENTERING READING PROGRAMS

Grade Level	1972-73 N	1972-73 Prop.	1973-74 N	1973-74 Prop
K	61	1%	46	1%
1	1173	14%	597	10%
2	1362	16%	963	15%
3	1500	18%	914	15%
4	1359	16%	765	12%
5	474	6%	519	8%
6	510	6%	565	9%
7	804	10%	785	13%
8	345	4%	446	7%
9	257	3%	275	4%
10	213	3%	239	4%
11	56	1%	104	2%
12	38	--	21	--
Sp.Ed.	165	2%	3	--
TOTAL	8317	100%	6242	100%

The average number of students served by a single teacher ranged from 20 to 78, with 31% of 144 teachers reporting the assistance of a full-time aide, and 44% of 140 teachers reporting the assistance of a part-time aide. For 61% of the students, instructional activities began within three weeks of pretesting.

Over all grades, approximately 67% of the students were new to the program, 25% were repeating grades, and 7% were diagnosed as handicapped. Absenteeism dropped from the previous year's mean of 13.2 days of absence per pupil to a mean of 11.8.

The distribution of IQ scores for 1973-74, given in Table 4.2, was derived from more than 13 different tests administered to 5893 students at all grade levels. Additional tests were administered in previous years.

TABLE 4.2

PROPORTION OF PARTICIPANTS FALLING WITHIN SPECIFIED IQ RANGES FOR FIVE YEARS OF PROGRAM FUNDING

IQ LEVEL	NORMAL DISTRIBUTION	1969-70	1970-71	1971-72	1972-73	1973-74
<80	9%	9%	8%	8%	8%	12%
81- 90	16%	24%	25%	26%	23%	24%
91-100	25%	37%	37%	36%	37%	34%
101-110	25%	20%	21%	21%	22%	20%
111-120	16%	7%	7%	7%	8%	8%
>120	9%	2%	2%	2%	2%	2%

The specified ranges are arbitrary and the normal distribution is based upon standardized scores with a mean of 100 and a standard deviation of 15. Not all of the tests administered may be expressed in such deviation IQ's, and standard scores developed are not comparable across tests and may not be continuous for all grade levels within one test. Correlations among IQ tests vary with age, intellectual level and heterogeneity of the samples; and, while any two tests may be expressed in deviation IQ's with the same mean and standard deviation, they cannot be assumed to have the same meaning,

since tests differ in content, mode of administration and other characteristics. Because of these problems, only limited interpretations of data derived from such diverse instruments can be made. The consistent, positively-skewed distribution may be a reflection of the fact that most IQ tests are heavily loaded with verbal functions. If there were an increased proportion of foreign-speaking students participating in the programs during 1973-74, this factor would account for the increased proportion in the lower range of performance on these tests.

TABLE 4.3

PRE-PROGRAM DATA FOR CHILDREN WHO PARTICIPATED IN TITLE I AND/OR STATE COMPENSATORY EDUCATION READING OR READING RELATED PROGRAMS IN RHODE ISLAND DURING 1973-74

Item	No. of Pupils	Percent of Pupils
1. Age of participants...Mean = 10 yrs. 5 mo. SD = 3 yrs.		
2. Grade in School:		
1	597	9.6
2	963	15.4
3	914	14.6
4	765	12.3
5	519	8.3
6	565	9.1
7	785	12.6
8	446	7.1
9	275	4.4
10	239	3.8
11	104	1.7
12	21	0.3
Pre-School	0	0.0
Kindergarten	46	0.7
Special Education	3	0.0
3. Sex:		
1. Male	3671	58.9
2. Female	2558	41.1
4. Ethnic Group:		
1. American Indian	31	0.5
2. Black	288	4.7
3. Asian American	45	0.7
4. Puerto Rican	47	0.8
5. Spanish-Speaking Student	23	0.4
6. Portuguese-Speaking Student	202	3.3
7. Other	5455	89.6
5. Years child previously participated in Title I Program:		
1. None	4164	66.8
2. One Year	1509	24.2
3. Two Years	459	7.4
4. Three Years	85	1.4

TABLE 4.3 (Cont.)

Item	No. of Pupils	Percent of Pupils
5. Four Years	8	0.1
6. Five Years	6	0.1
6. Type of School:		
1. Public	5085	81.6
2. Parochial	1149	18.4
3. Private	0	0.0
7. Number of times retained in grade:		
1. Never	4684	75.3
2. Once	1352	21.7
3. Twice	169	2.7
4. Three Times	9	0.1
5. Four or more times	3	0.0
8. I.Q. of Participants...Mean = 94.5 SD = 12.4		
9. I.Q. Tests Given:		
1. California Test of Mental Maturity...	134	2.3
2. Chicago Non-Verbal Examination.....	1	0.0
3. Henmon Nelson Test of Mental Ability.	23	0.4
4. Lorge Thorndike Intelligence.....	1540	26.1
5. Otis Quick Scoring Mental Ability Test	353	6.0
6. SRA Primary Mental Abilities.....	131	2.2
7. SRA Tests of General Ability.....	94	1.6
8. Stanford Intelligence Scale for Children	86	1 5
9. Wechsler Intelligence Scale for Children	211	3.6
10. Slosson (S.I.T.).....	688	11.7
11. Otis Lennon Mental Ability Test.....	909	15.4
12. Peabody Picture Vocabulary.....	597	10.1
13. Kuhlman Anderson Intelligence Test...	510	8.7
14. Goodenough-Harris.....	0	0.0
15. SRA Tests of Educational Ability.....	0	0.0
16. SRA Short Test of Educational Ability	0	0.0
17. STA Pictorial Reasoning Test.....	0	0.0
18. Ohio State Univ. Psychological Test..	0	0.0
19. Other.....	616	10.5

TABLE 4.3 (Cont.)

Item	No. of Pupils	Percent of Pupils
10. Month Test Administered		
1. April of preceding academic year.....	81	1.3
2. May of preceding academic year.....	553	8.9
3. June of preceding academic year.....	24	0.4
4. September of this academic year.....	3513	56.8
5. October of this academic year.....	1714	27.7
6. November of this academic year.....	171	2.8
7. December of this academic year.....	15	0.2
8. January of this academic year.....	0	0.0
9. February of this academic year.....	112	1.8
11. Time interval in number of weeks between the pretest administration and the actual start of instructional activity:		
1 week.....	2271	36.7
2 weeks.....	1127	18.2
3 weeks.....	375	6.1
4 weeks.....	28	0.5
5 weeks.....	1	0.0
6 weeks.....	41	0.7
7 weeks.....	3	0.0
8 weeks.....	11	0.2
9 weeks.....	1	0.0
10 weeks.....	0	0.0
11 weeks.....	0	0.0
12 weeks.....	27	0.4
13 weeks.....	0	0.0
14 weeks.....	1	0.0
15 weeks.....	0	0.0
16 weeks.....	0	0.0
17 weeks.....	0	0.0
18 weeks.....	0	0.0
19 weeks or more.....	471	7.6
12. Was Gates-MacGinitie taken?		
1. Yes.....	5413	87.2
2. No test.....	1	0.0
3. California.....	675	10.9
4. Metropolitan.....	117	1.9

TABLE 4.3 (Cont.)

Item	No. of Pupils	Percent of Pupils
13. Coded form of test:		
1. Gates Primary A.....	674	10.9
2. Gates Primary B.....	928	15.0
3. Gates Primary C.....	771	12.5
4. Gates Survey D.....	1261	20.4
5. Gates Survey DM.....	134	2.2
6. Gates Survey E.....	991	16.1
7. Gates Survey EM.....	99	1.6
8. Gates Survey F.....	170	2.8
9. Gates Readiness.....	381	6.2
10. California Form 1.....	100	1.6
11. California Form 2.....	250	4.1
12. California Form 3.....	175	2.8
13. California Form 4.....	120	1.9
14. Metropolitan Readiness Form 1.....	117	1.9
15. Metropolitan Readiness Form 2.....	0	0.0

TABLE 4.4

POST-PROGRAM DATA FOR CHILDREN WHO PARTICIPATED IN TITLE I AND/OR STATE COMPENSATORY EDUCATION READING OR READING RELATED PROGRAMS IN RHODE ISLAND DURING 1973-74

Item		No. of Pupils	Percent of Pupils
1.	Days absent by pupil	Mean = 11.8 SD = 11.4	
2.	Left program before its regular termination time:		
	1. Yes	658	10.7
	2. No	5509	89.3
3.	Diagnosed handicapped:		
	1. Mentally Retarded	20	0.3
	2. Hard of Hearing	71	1.2
	3. Deaf	2	0.0
	4. Speech Impaired	91	1.5
	5. Crippled	4	0.1
	6. Visually Handicapped	99	1.6
	7. Seriously Emotionally Disturbed	62	1.0
	8. Other Heath Impaired	77	1.3
	9. No Handicap Diagnosed	5617	93.0
4.	Post-test Gates taken:		
	1. Yes, Gates taken	5055	83.1
	2. No test	298	4.9
	3. California	655	10.8
	4. Metropolitan	74	1.2
5.	Post Test administered:		
	1. October of this school year	6	0.1
	2. November of this school year	43	0.7
	3. December of this school year	23	0.4
	4. January of this school year	228	3.9
	5. February of this school year	53	0.9
	6. March of this school year	26	0.4
	7. April of this school year	254	4.4
	8. May of this school year	3995	69.0
	9. June of this school year	1160	20.0

TABLE 4.4 (Cont.)

Item	No. of Pupils	Percent of Pupils
6. Coded test form:		
1. Gates Primary A	677	12.0
2. Gates Primary B	860	15.2
3. Gates Primary C	716	12.7
4. Gates Survey D	801	14.2
5. Gates Survey DM	466	8.2
6. Gates Survey E	723	12.0
7. Gates Survey EM	328	5.8
8. Gates Survey F	160	2.8
9. Gates Readiness	297	5.2
10. California Form 1	151	2.7
11. California Form 2	187	3.3
12. California Form 3	125	2.2
13. California Form 4	98	1.7
14. Metropolitan Readiness Form 1	0	0.0
15. Metropolitan Readiness Form 2	70	1.2

Program Characteristics

Individualization of Instruction

Table 4.5 gives the number of teachers participating in the reading programs and the number of students for whom post-program data were available.

TABLE 4.5

NUMBER OF PARTICIPANTS IN READING PROGRAMS

Lea Code	Students	Teachers	Average Student-Teacher Ratio
02	73	2	37
04	221	8	28
06	103	4	26
07	312	8	39
08	283	5	57
10	373	13	29
14	40	2	20
15	45	2	23
16	155	2	78
17	99	3	33
18	69	1	69
19	116	4	29
20	33	1	33
21	598	24	25
23	200	4	50
25	48	1	48
26	860	21	41
27	187	5	37
28	704	9	78
29	23	1	23
30	92	3	31
31	127	4	32
33	176	3	59
34	77	2	39
35	218	7	31
36	110	3	37
38	55	2	28
39	637	18	35
97	144	6	24
98	45	2	23
99	20	1	20
Total	6243	171	Median=33

The median number of pupils per reading teacher derived from these data was 33. The number of students served per week is roughly equivalent to the total number of students in the program served by a teacher. The data gathered from the teacher questionnaire indicate that the majority of teachers (about 72%) worked with 16 to 45 students. Of the 171 teachers in the program, 159 responded to two items on the post-program questionnaire concerning the number of students they served per week and the number of hours per week they spent with any one pupil in instruction. In order to determine the relationship between this high pupil-teacher ratio and scheduled instructional time, a cross-tabulation of these two items is given in Table 4.6. The data are reported in terms of percentage of teachers in each specified category.

TABLE 4.6

RELATION BETWEEN INSTRUCTIONAL TIME
PER PUPIL AND NUMBER OF PUPILS SERVED

Average Hours Per Week	Number of Pupils Served Per Week						
	75	61-75	46-60	31-45	16-30	0-15	Total
>6						(1) 1%	(1) 1%
3-6	(2) 1%	(4) 3%	(3) 2%	(23) 15%	(31) 20%	(1) 1%	(64) 40%
1-3	(3) 2%	(7) 4%	(17) 11%	(28) 18%	(29) 18%		(84) 53%
<1	(3) 2%	(1) 1%	(2) 1%	(3) 2%	(1) 1%		(10) 6%
Total	(8) 5%	(12) 8%	(22) 14%	(54) 34%	(61) 38%	(2) 1%	(159) 100%

The general pattern that emerged was as expected: With some notable exceptions, those teachers with fewer pupils to serve spent more time with them. Although 40% of the teachers reported spending between three and six hours per week with any one pupil in instructional activities, the majority (59%) spent three hours or less. If the minimum amount of time per week were specified as 30 minutes daily, a teacher would have to spend 2.5 hours per week with each child. (Since differentiation in instructional time--based on individual needs--is a specification of State and Title I programs, the average amount of time spent with each child in instruction would have to be more than 2.5 hours per week). This cut-off point is not discernable in the data, and a revision of item 3 on the questionnaire is necessary before it can be determined whether teachers are spending adequate time with the students. The extent to which teachers differentiated on this account is indicated in responses to item 4, where 62% said they based time spent upon differing needs of pupils, and as large a number as 59 (38%) of the teachers said they did not.

The effect of overall pupil-teacher ratio on instructional group-size is demonstrated in Table 4.7. The majority of the teachers worked with groups of 3 to 6. Of the 115 teachers with a student load of 16 to 45, 79 of them (69%) worked with groups of 3 to 6. Except for two teachers who reported working individually with more than 75 children per week, all teachers serving more than 45 children worked with groups of 3 to 10 or more.

TABLE 4.7

RELATIONSHIP BETWEEN INSTRUCTIONAL GROUP SIZE AND NUMBER OF PUPILS SERVED

Group Size	Number of Pupils Served Per Week						
	75	61-75	46-60	31-45	16-30	0-15	Total
>10	(4) 3%	(5) 3%	(6) 4%			(1) 1%	(16) 10%
7-9		(2) 1%	(2) 1%	(18) 11%	(6) 4%		(28) 18%
3-6	(2) 1%	(5) 3%	(14) 9%	(31) 20%	(48) 30%	(1) 1%	(101) 64%
2-3				(3) 2%	(8) 5%		(11) 7%
1	(2) 1%			(1) 1%			(3) 2%
Total	(8) 5%	(12) 8%	(22) 14%	(53) 33%	(62) 39%	(2) 1%	(159) 100%

Items 19 through 29 on the post-program teacher questionnaire are also related to individualization of instruction. Progress records were maintained by 92% of the teachers; 74% of these updated them at least weekly, and 24% updated them every other week. Diagnostic procedures to determine levels of reading skills were used by all except one teacher responding to Item 21. Of those teachers who had classroom aides (74%), 90% indicated that the aide had been made aware of the diagnostic information available for each child in the program. Of the 80% of the reading teachers who maintained written individual objectives for each child in their service, 92% updated the objectives at least once every three weeks, and 81% reported that they shared

the objectives with the classroom teacher.

Over 90% of the teachers reported that their programs sought to establish individual learning modalities for participating children, and, of the procedures used, standardized tests were mentioned most frequently as the most effective means for determining modalities of learning. Thirty-two different tests were named, including IQ tests and diagnostic and achievement tests in reading. Informal procedures such as classroom observation and teacher-made tests were evidently used in conjunction with formal testing, since they were mentioned almost as frequently.

Materials

When asked for suggestions to improve their reading programs (see Item 30 on the teacher questionnaire), 15 teachers mentioned the need for more materials, and four others specifically mentioned the need for more audio-visual materials. The majority of the teachers responding to relevant items on the questionnaire, however, indicated satisfaction in this respect. Approximately 79% reported that there were adequate materials at each child's instructional level, and 91% reported that they had the opportunity to select materials used. Nevertheless, 48% of the teachers devoted more than three hours per week in designing and devising their own materials. Tables 4.8 through 4.11 demonstrate the dependancy of time spent per week in constructing materials on four variables: (1) availability of materials; (2) timely receipt of materials; (3) time scheduled for instructional preparation; and (4) opportunity to select materials used.

Of the 33 teachers who felt that there were insufficient materials available at each child's grade level, approximately half of them spent less

than three hours per week in constructing their own materials. Six of them (18%) spent from seven to ten or more hours in materials preparation, and one-third (11%) spent from three to seven hours. The only indication of correspondence between time spent in making materials and satisfaction with materials available is in the responses of 67 out of 127 teachers who felt there were enough materials and reported spending less than three hours per week in materials preparation. It should be noted that of the 127 teachers, 60 spent more than three hours per week--and 31 of them spent more than seven hours per week--in material preparation.

Approximately 17% of the reading teachers reported that materials did not arrive on time. Of these, the majority spent less than three hours per week in constructing materials. Of those teachers who reported a timely arrival of materials, the majority spent more than three hours in constructing their own materials.

TABLE 4.8

RELATIONSHIP BETWEEN ADEQUACY OF MATERIALS AND TIME SPENT IN CONSTRUCTING MATERIALS

Adequacy of Materials	Hours Per Week Spent in Constructing Materials					
	>10	7-10	3-7	1-3	<1	Total
Yes	(12) 8%	(19) 12%	(29) 18%	(57) 36%	(10) 6%	(127) 79%
No	(4) 3%	(2) 1%	(11) 7%	(13) 8%	(3) 2%	(33) 21%
Total	(16) 10%	(21) 13%	(40) 25%	(70) 44%	(13) 8%	(160) 100%

TABLE 4.9

RELATIONSHIP BETWEEN TIMELY AVAILABILITY OF MATERIALS AND TIME SPENT IN CONSTRUCTING MATERIALS

Timely Availability of Materials	Hours Per Week Spent in Constructing Materials					
	>10	7-10	3-7	1-3	<1	Total
Yes	(14) 9%	(20) 12%	(35) 22%	(53) 33%	(11) 7%	(133) 83%
No	(2) 1%	(1) 1%	(6) 4%	(17) 11%	(2) 1%	(28) 17%
Total	(16) 10%	(21) 13%	(41) 26%	(70) 44%	(13) 8%	(161) 100%

Table 4.10 shows that of the 15 teachers who reported spending more than ten hours per week in materials construction, all had less than nine hours per week scheduled for preparation time without children. Twelve teachers who reported spending seven to ten hours in constructing materials had less than six hours of scheduled time. Fourteen teachers reporting three to seven hours spent in materials construction were scheduled for less than two hours for preparatory activities. In other words, 41 (26%) of the teachers spent more time than their schedules permitted in devising their own materials for classroom use.

TABLE 4.10

RELATIONSHIP BETWEEN SCHEDULED PREPARATION TIME AND TIME SPENT IN CONSTRUCTING MATERIALS

Hours Per Week Spent In Preparation	Hours Per Week In Constructing Materials					
	> 10	7-10	3-7	1-3	< 1	Total
> 8			(3) 2%			(3) 2%
5-8	(1) 1%	(7) 5%	(9) 6%	(12) 8%	(2) 1%	(31) 20%
2-5	(11) 7%	(8) 5%	(15) 10%	(39) 25%	(10) 6%	(83) 53%
< 2	(3) 2%	(4) 3%	(14) 9%	(17) 11%	(1) 1%	(39) 25%
Total	(15) 10%	(19) 12%	(41) 26%	(68) 44%	(13) 8%	(156) 100%

A small proportion (9%) of the reading teachers reported that they had not had an opportunity to select the materials used in the project. Of these, eight teachers spent from three to seven hours in materials construction; three spent less time; and three spent more time. The greater proportion (68 out of 147) of teachers who had participated in selecting materials worked from one to three hours per week on their own materials. Approximately the same proportion (67), however, worked more than three hours, and the remaining twelve worked less than one hour. (See Table 4.11)

TABLE 4.11

RELATIONSHIP BETWEEN OPPORTUNITY TO SELECT MATERIALS AND TIME SPENT IN CONSTRUCTING MATERIALS

Opportunity To Select Materials	Hours Per Week Spent in Constructing Materials					
	>10	7-10	3-7	1-3	<1	Total
Yes	(15) 9%	(19) 12%	(33) 21%	(68) 42%	(12) 8%	(147) 91%
No	(1) 1%	(2) 1%	(8) 5%	(2) 1%	(1) 1%	(14) 9%
Total	(16) 10%	(21) 13%	(41) 26%	(70) 44%	(13) 8%	(161) 100%

There is no strong pattern that emerges in relation to any of the above variables. A tentative interpretation of these data is that regardless of scheduled time, adequacy and availability of materials, and the opportunity to select commercial materials, most of the reading teachers found that individual student needs still required a certain amount of time for preparing special materials.

In-Service Training

Aside from the 38 teachers who expressed dissatisfaction with the standardized tests used, the most frequently mentioned suggestions for improving the reading programs centered on the desire for more information concerning reading instruction and included:

Opportunities for teachers to meet and share ideas (18);
Statewide workshops and seminars (12);
In-service courses taught by experienced teachers (10);
More information (4);
Opportunity for visiting other classrooms (2);
Reading conferences (1); and
Statewide reference book (1).

Communication

The lack of communication among the staff was pointed up by 18 teachers. In relation to this, responses to item 14 on the teacher questionnaire show that 104 out of 133 teachers spent less than two hours per week in discussing children's problems with the regular classroom teacher. Approximately 63% of the teachers said they worked with students in groups of three to six, and 51% reported between one-half and one hour daily scheduled for preparation time. Using rough averages, if a teacher spent forty minutes daily instructing 33 children in groups of five, with three hours and forty-five minutes per week alloted for preparation, the teacher would have used approximately 26 hours of the work week. This would permit more than two hours per week for consultation with the classroom teacher. The lack of time would not seem to account for lack of communication, and none of the teachers indicated that it did.

TABLE 4.12

SUMMARY

POST-TEST PROGRAM QUESTIONNIARE FOR TEACHERS

Item	No. of Teachers	Percent Teachers
1. Your Community_____		
2. Grade Level		
1. K through 4	83	65.4
2. 5 through 8	28	22.0
3. 9 through 12	14	11.0
4. Other	2	1.6
Total	127	100.0
3. What was the minimum amount of time per week that you spent with any one pupil in instruction?		
1. More than 6 hours	1	0.6
2. Between 3 and 6 hours	64	41.3
3. Between 1 and 3 hours	80	51.6
4. Less than 1 hour	10	6.5
Total	155	100.0
4. Did you use differentiated time per pupil based on their differing needs, e.g. do students three years behind grade level receive more instruction than those one year behind grade level?		
1. Yes	97	62.2
2. No	59	37.8
Total	156	100.0
5. Were enough materials available at each child's instructional level?		
1. Yes	122	78.7
2. No	33	21.3
Total	155	100.0
6. How long did the Title I project run?		
1. Less than 20 weeks		
2. Between 20 - 25 weeks	3	1.9
3. Between 26 - 31 weeks	11	7.1
4. Between 32 - 36 weeks	74	47.4
5. More than 36 weeks	68	43.6
Total	156	100.0

TABLE 4.12 (Cont.)

Item		No. of Teachers	Percent Teachers
7.	How long was the interval between pre-testing and the start of instructional activity?		
	1. Less than 2 weeks	118	77.1
	2. Between 2 and 3 weeks	23	15.0
	3. Between 3 and 4 weeks	5	3.3
	4. Between 4 and 8 weeks	2	1.3
	5. More than 8 weeks	5	3.3
	Total	153	100.0
8.	Most of the time, did you service each child in a group of		
	1. 10 or more students	16	10.3
	2. 7 to 9 students	28	18.1
	3. 3 to 6 students	97	62.6
	4. 2 to 3 students	11	7.1
	5. 1 (individual)	3	1.9
	Total	155	100.0
9.	Was instructional material available to you on time?		
	1. Yes	128	82.1
	2. No	28	17.9
	Total	156	100.0
10.	How much time was available to you for scheduled preparation time per day without children?		
	1. More than 1-1/2 hours	3	2.0
	2. Between 1 and 1-1/2 hours	32	21.5
	3. Between 1/2 and 1 hour	77	51.7
	4. Less than 1/2 hour	37	24.8
	Total	149	100.0
11.	How much time was available to you for scheduled preparation time per week without children?		
	1. More than 8 hours	3	2.0
	2. Between 5 and 8 hours	30	19.9
	3. Between 2 and 5 hours	79	52.3
	4. Less than 2 hours	39	25.8
	Total	151	100.0

TABLE 4.12 (Cont.)

Item		No. of Teachers	Percent Teachers
12.	How many different children did you service each week?		
	1. More than 75	8	5.2
	2. Between 61 and 75	12	7.7
	3. Between 46 and 60	22	14.2
	4. Between 31 and 45	50	32.3
	5. Between 16 and 30	61	39.4
	6. Between 0 and 15	2	1.3
	Total	155	100.0
13.	How much scheduled time was available to you to discuss these children's problems with the regular classroom teacher per day?		
	1. More than 8 hours		
	2. Between 5 and 8 hours		
	3. Between 2 and 5 hours		
	4. Less than 2 hours	130	100.0
	Total	130	100.0
14.	How much scheduled time was available to you to discuss these children's problems with the regular classroom teacher per week?		
	1. More than 8 hours		
	2. Between 5 and 8 hours	3	2.3
	3. Between 2 and 5 hours	26	19.5
	4. Less than 2 hours	104	78.2
	Total	133	100.0
15.	How often during the program year have parents been responsible for working with children at home on assignments?		
	1. Daily	4	2.8
	2. More than once weekly	9	6.3
	3. Weekly	12	8.5
	4. Bi-weekly	5	3.5
	5. Monthly	9	6.3
	6. Less than monthly	20	14.1
	7. Never	83	58.5
	Total	142	100.0
16.	As a rule, did you see every parent at least once during the program year?		
	1. Yes	65	42.5
	2. No	88	57.5
	Total	153	100.0

TABLE 4.12 (Cont.)

Item		No. of Teachers	Percent Teachers
17.	Did you have an opportunity to select the materials used in the project?		
	1. Yes	142	91.0
	2. No	14	9.0
	Total	156	100.0
18.	How much time did you spend each week designing and devising your own materials?		
	1. More than 10 hours	16	10.3
	2. 7 to 10 hours	20	12.8
	3. 3 to 7 hours	41	26.3
	4. 1 to 3 hours	66	42.3
	5. Less than 1 hour	13	8.3
	Total	156	100.0
19.	Have you used an individual checklist of reading skills this current year to record each child's reading skills progress.		
	1. Yes	140	[illegible].1
	2. No	12	[illegible].9
	Total	152	100.0
20.	If yes to question 19, how often did you update this checklist per child?		
	1. Daily	21	15.7
	2. Between 2 and 4 times per week	23	17.2
	3. Weekly	55	41.0
	4. Bi-weekly	32	23.9
	5. Never	3	2.2
	Total	134	100.0
21.	Did you use diagnostic testing and procedures to determine each child's level of strengths and weaknesses in all reading skills?		
	1. Yes	152	99.3
	2. No	1	0.7
	Total	153	100.0
22.	Did you have a full-time aide?		
	1. Yes	49	31.4
	2. No	107	68.6
	Total	156	100.0

TABLE 4.12 (Cont.)

Item	No. of Teachers	Percent Teachers
23. Did you have a part-time aide?		
1. Yes	61	43.6
2. No	79	56.4
Total	140	100.0
24. If you answered yes to either question 20 and/or 21, has the aide been made aware of the diagnostic information available for each child in the program?		
1. Yes	99	90.0
2. No	11	10.0
Total	110	100.0
25. Did you maintain written individual objectives for each child in the reading program?		
1. Yes	120	79.5
2. No	30	19.9
3. Other	1	0.7
Total	151	100.0
26. If yes to question 25, how often were these individual objectives updated and modified?		
1. Daily	16	13.4
2. Between 2 and 4 times weekly	15	12.6
3. Once a week	29	24.4
4. Once every 1 to 3 weeks	50	42.0
5. More than once every 3 weeks	9	7.6
Total	119	100.0
27. Did you share these objectives with the classroom teacher?		
1. Yes	104	81.3
2. No	24	18.8
Total	128	100.0
28. Did your program seek to establish each child's individual learning modalities?		
1. Yes	130	90.3
2. No	14	9.7
Total	144	100.0

Testing Program

Procedures

Standardized reading tests were administered to more than 6,000 participants in the Fall and again in the Spring of the academic year. Although the majority of the participants were pre- and posttested with the Gates-MacGinitie Reading Tests, approximately half of the students for whom pre- and posttest data were available were tested at instructional level rather than grade level, and other standardized tests were administered to approximately 700 students. Table 4.5 shows the total number of students participating in reading programs as reported by classroom teachers, and Table 4.13 shows the number of students to whom standardized tests were administered. The number of students for whom previous test data were available is given in Table 4.23. Descriptive analyses of raw scores and grade-equivalent scores are presented in the following section by grade level for all students receiving the Gates-MacGinitie as a pretest or a posttest; gains analyses of the grade-equivalent scores are restricted to those students for whom previous data were available.

The Gates-MacGinitie Reading Tests are comprised of two subtests, Vocabulary and Comprehension, for all levels of the tests. The appropriate grade-levels for the tests are listed below:

Test Level	Grade Level
Primary A	1
Primary B	2
Primary C	3
Survey D or DM	4, 5, 6
Survey E or EM	7, 8, 9
Survey F	10, 11, 12

TABLE 4,13

NUMBER OF STUDENTS PRE- AND POSTTESTED IN FEDERAL- AND STATE-FUNDED READING PROGRAMS

LEA Code	Pretest	Posttest
02	73	73
04	221	174
06	102	97
07	310	301
08	283	270
10	373	357
14	40	40
15	44	45
16	154	145
17*	99	74
18	69	65
19	116	107
20	33	28
21	597	596
23	200	175
25	48	47
26	860	773
27	186	178
28**	675	655
29	23	23
30	92	89
31	127	118
33	176	170
34	77	71
35	218	208
36	110	107
38	55	49
39***	636	558
97	143	127
98	45	44
99	20	20
TOTAL	6206	6082

Note: Unless otherwise noted students were tested with the Gates-MacGinitie Reading Tests.

* The Metropolitan Achievement Tests were administered to 11 students as pretests.

** All students were tested with the California Achievement Tests.

***The Metropolitan Achievement Tests were administered to 106 students as pretests and to 74 students as postests.

The Readiness-Skills Tests of the Gates-MacGinitie series, with norms given for the end of kindergarten and the beginning of first grade, were also used at grade level and instructional level.

Pretest Analysis

Tables 4.14 through 4.17 summarize the data from the pretest scores for grades 1 through 12. From these tables it can be seen that the majority of students were pretested at a test level normed below their actual grade level. The tendency was to administer tests designed for students one grade level below the given population. For example, most of the second-grade students (437 out of 774) were given the Primary A, designed for first-grade students; third graders generally were given the Primary B, designed for second-grade students; and the greatest proportion of fourth-grade students were given the Primary C test for third-grade students. The majority of fifth-graders were given the Survey D, which is normal for them, but a large number of seventh-graders (296) were also given this level instead of the Survey E. Most of the students in grades 7 through 9 were given the appropriate Survey E. Survey F, appropriate for grades 10 through 12, was administered to the majority of 11th-grade students, but more than half of the 10th-graders were given Surveys D or E. (Most of the first-grade students were given the Readiness tests. Since the scores derived from these tests cannot be treated in the same manner as the scores from the other batteries of the Gates-MacGinitie series, they are discussed in a separate section.)

The practice of administering pretests below grade level has been rationalized in the past by the teachers' understandable desire to obtain the instructional level of individual students in order to apply appropriate remedial procedures. This practice, however, limits the statistical inter-

TABLE 4.14

GATES-MacGINITIE VOCABULARY SUBTEST
RAW-SCORE PRETEST DATA

	Test Level																							
Grade Level	Primary A			Primary B			Primary C			Survey D			Survey DM			Survey E			Survey EM			Survey F		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
1	57	11.0	6.6	1	30.0	0.0																		
2	437	24.2	7.3	332	12.9	5.5	5	10.2	2.6															
3	93	30.3	7.4	360	22.9	6.5	288	16.9	5.5	6	14.8	8.1												
4	25	33.5	8.6	1[illegible]	28.6	7.6	227	[illegible]4.9	6.6	195	13.3	6.0	37	8.4	5.9									
5	7	29.0	8.1	39	29.6	8.0	129	29.4	7.4	197	19.9	7.1	28	14.3	7.0									
6				16	29.3	6.1	47	30.6	8.1	357	24.7	8.1	18	16.4	7.2									
7				2	30.5	6.4	5	31.2	15.0	296	25.8	7.2				319	12.9	5.4	40	25.9	17.1			
8							1	31.2	15.0	70	27.1	5.9				269	15.2	4.9	17	16.1	9.3			
9										18	25.9	6.3	18	11.4	6.2	208	14.1	8.3						
10													10	15.4	6.1	96	13.6	7.5	20	21.1	3.5	57	14.1	5.5
11													1	8.0	0.0	16	17.4	3.9	1	21.0		44	.61	4.1
12													1	17.0	0.0		17.8	5.2						
Sp.Ed.	2	20.0	5.7													1	15.0	0.0						
Oct.*	775	21.1	10.4	1270	23.0	10.5	1312	27.5	9.9	795	21.8	8.3 (Gr.4)				706	18.8	7.6 (Gr.7)						
National										769	27.1	8.2 (Gr.5)				617	21.6	8.0 (Gr.8)						
Norms										533	31.0	8.4 (Gr.6)				448	26.2	8.4 (Gr.9)						

*First-grade norms are for January.

TABLE 4.15

GATES-MacGINITIE COMPREHENSION SUBTEST
RAW-SCORE PRETEST DATA

Grade Level	Test Level: Primary A N	Mean	SD	Primary B N	Mean	SD	Primary C N	Mean	SD	Survey D N	Mean	SD	Survey DM N	Mean	SD	Survey E N	Mean	SD	Survey EM N	Mean	SD	Survey F N	Mean	SD
1	57	5.4	4.0	1	16.0	0.0																		
2	437	11.3	4.8	332	5.3	3.7	5	3.8	3.6															
3	92	14.8	5.5	360	12.9	5.0	288	10.4	5.4	6	9.0	5.5												
4	25	16.7	7.6	102	16.1	5.7	227	17.2	6.6	196	11.8	5.9	37	5.6	4.7									
5	7	13.6	5.4	39	16.7	6.9	129	22.4	8.3	206	19.9	8.6	28	10.0	5.9									
6				16	16.1	6.3	47	24.3	9.5	363	26.6	9.4	18	16.2	9.5									
7				2	26.5	6.4	5	30.4	14.1	295	29.1	9.5				391	19.0	7.3	42	27.1	14.2			
8							1	25.0	0.0	69	31.4	8.4				269	23.3	7.8	20	22.7	12.7			
9										18	30.6	8.4	18	13.6	5.1	208	29.1	8.8						
10													10	16.4	6.9	96	23.3	8.8	20	31.3	7.6	84	14.2	4.0
11													1	6.0	0.0	16	28.8	8.5	1	37.0	0.0	77	18.6	4.8
12													1	15.0	0.0	18	34.9	9.0						
Sp.Ed.	2	11.0	2.8													1	14.0	0.0						
October*	770	11.3	6.3	1270	14.7	8.1	1284	23.2	10.8	792	24.3	10.9 (Gr.4)				706	30.0	12.0 (Gr.7)						
National Norms										772	30.9	11.0 (Gr.5)				615	34.3	11.4 (Gr.8)						
										535	35.6	10.4 (Gr.6)				448	39.3	10.0 (Gr.9)						

*First-grade norms are for January.

pretation of scores since norms are not available at instructional level, and batteries are not comparable across test levels.

The means and standard deviations of raw scores given in Tables 4.14 and 4.15 for the Vocabulary and Comprehension tests show that students who were tested at grade level invariably scored below the national norms, which is predictable since the students were selected to participate on the basis of their poor reading performance. Students who were tested below grade level tended to score close to or above the norm mean. Of most importance to the evaluation procedure is the problem of determining true gains when students are pre- and posttested with items that are too easy, since the performance ceiling may be too low to demonstrate a significant difference.

Normative data in the above tables are based upon a representative national sample of students tested mainly in October. The norms represent the mean scores for students tested at grade level with Form 1 of the various levels of the Gates-MacGinitie. About 57% of the students participating in reading programs in Rhode Island were tested in September, and about 28% were tested in October. The large majority of students were pretested with Form 1. The few who were tested with Forms 2 or 3 are distributed over all grade levels. Norms for raw scores are not available for the DM, EM and F Surveys.

For convenience in interpreting student performance in terms of expected performance, the students' raw scores were converted to grade-equivalent scores; the means by test and grade level are reported in Tables 4.16 and 4.17. Grade scores are interpreted in terms of grade placement. For example, second-grade students pretested in October have a grade placement of 2.1 (two years and one month in school). A score of 3.4, for instance, on any given test indicates that the student did as well on that test as an

TABLE 4.16

GATES-MacGINITIE VOCABULARY SUBTEST
PRETEST GRADE-EQUIVALENT SCORES

Grade Level	Primary A			Primary B			Primary C			Survey D			Survey DM			Survey E			Survey EM			October Grade Placement
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	
1	57	1.2	.1	1	2.6	--																1.1
2	437	1.5	.3	332	1.4	.3	5	1.4	.1													2.1
3	93	1.8	.4	360	2.0	.5	288	2.0	.5	6	3.1	1.1										3.1
4	25	2.0	.6	102	2.6	1.8	227	2.8	.7	195	2.9	.8	37	2.5	.7							4.1
5	7	1.7	.3	39	2.7	.9	129	3.3	.9	197	3.9	1.2	28	3.3	1.0							5.1
6				16	2.6	.6	47	3.5	1.0	357	4.8	1.8	18	3.5	1.0							6.1
7				2	2.7	.6	5	3.7	2.0	296	4.9	1.4				319	4.7	1.5	40	8.2	4.3	7.1
8							1	4.9	--	70	5.1	1.1				269	5.4	1.6	17	5.8	2.2	8.1
9										18	4.9	1.2	18	2.9	.8	208	5.5	2.0				
10													10	3.4	.9	96	5.3	1.8	20	7.6	1.2	
11													1	2.4	--	16	6.1	1.3	1	7.7	--	
12													1	3.6	--	18	6.3	1.6				
Sp.Ed.																1	5.3	--				

TABLE 4.17

GATES-MacGINITIE COMPREHENSION SUBTEST
PRETEST GRADE-EQUIVALENT SCORES

Grade Level	Primary A N	Mean	SD	Primary B N	Mean	SD	Primary C N	Mean	SD	Primary D N	Mean	SD	Survey DM N	Mean	SD	Survey E N	Mean	SD	Survey EM N	Mean	SD	October Grade Placement
1	57	2.5	1.0	1	4.1	- -																1.1
2	434	2.7	.6	331	2.6	1.1	5	2.8	.9													2.1
3	53	2.7	.7	358	3.3	.8	286	3.2	1.1	6	4.5	2.0										3.1
4	25	2.8	.8	301	3.7	.7	226	3.9	1.0	188	4.3	1.6	37	3.5	.8							4.1
5	7	2.1	.5	39	3.5	.9	130	4.1	1.0	199	5.7	2.4	28	3.8	.7							5.1
6				16	3.5	1.0	46	4.2	1.1	343	6.1	2.0	18	4.3	1.3							6.1
7				2	4.3	1.1	5	5.8	3.8	287	5.7	1.7				320	6.0	1.8	50	5.8	1.4	7.1
8							1	6.1	- -	64	6.4	1.8				270	6.7	1.7	23	6.2	1.5	8.1
9										18	6.0	2.2	17	7.4	2.8	126	7.8	1.8				
10													9	6.8	2.7	66	8.0	2.7	20	8.8	2.4	
11													1	4.6	- -	14	9.9	1.8	1	11.3	- -	
12													1	8.0	- -	17	8.8	2.0				
Sp.Ed.	2	3.0	.3													1	4.9	- -				

average child who has been in the third grade for four months. Grade scores are based upon the ten-month interval that school is in session. Since most children have not been in school for a full month until October, September is counted as.0 in interpreting the norms, and June is counted as .9. Throughout this chapter where grade-equivalent means are used to interpret test results, it should be kept in mind that the units of the grade scale are not equal: a difference of one grade-level between scores at the lower end of the scale is a larger difference than one grade-level near the upper end of the scale. (The Survey F Tests of the Gates-MacGinitie series do not provide grade-equivalent transformations.)

The discrepancy between actual and norm performance on the Vocabulary subtest is apparent in Table 4.16, where the mean scores in grade-equivalents are generally far below grade placement. For example, the scores of fifth-graders on tests administered at four different instructional levels range from 1.7 (one year and seven months) to 3.9. The normal level of performance for fifth-grade students tested on grade level in October is 5.1.

The performance of students on the Comprehension subtest provides a different pattern. Compared to the Vocabulary scores, the means are much higher, and students in grades 1 through 5 who were tested on grade level with Survey D achieved a mean grade-equivalent score equal to the October grade placement of 6.1. With the exception of 93 students in grade 3 who were tested with the Primary A, all of the primary-grade students achieved mean scores well above the norms for their grade level. Students tested below [illegible] level in grades 5 and 6, and all students in grades 7 and above

consistently achieved mean scores below the norms.

Posttest Analysis

The majority of the students participating in Rhode Island compensatory reading programs were posttested in May (69%) and June (20%) with Form B of the Gates-MacGinitie Tests. Raw-score means and standard deviations for normative testing in May with Form B are not available, so no comparisons can be made for the data in Tables 4.18 and 4.19. A review of these data, however, shows that students tested below grade level generally achieved mean scores higher than students who were tested at the appropriate test level. This pattern is more consistent in the data obtained from the Vocabulary subtest than the Comprehension subtest.

Data derived from converting raw scores to grade-equivalent scores in Tables 4.20 and 4.21 provide a grade-placement norm for comparison with achieved means. Students participating in the compensatory programs would not be expected to be working on grade level, and in fact, most of the mean scores were more than a year below grade level. Exceptions were found on the Comprehension subtest in the primary grades, where mean scores were generally equal to beginning-of-the-year norms. Fourth-grade students also scored relatively high on the Comprehension subtest. Except for 23 fourth-graders who were tested with the Primary A, students at this level were performing about one year below grade level. Judging by the general performance of students pre- and posttested with the Gates-MacGinitie, the Vocabulary subtest seems to be the more difficult of the two Reading subtests.

Gains Analysis

Norms are not available for students tested out of grade level, and the norms provided for on-level testing are not appropriate indices against

TABLE 4.18

GATES-MacGINITIE VOCABULARY SUBTEST
RAW-SCORE POSTTEST DATA

Grade Level	Test Level																							
	Primary A			Primary B			Primary C			Survey D			Survey DM			Survey E			Survey EM			Survey F		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
1	99	28.8	0.8	1	41.0	- -				8	31.6	5.2												
2	435	41.5	6.3	319	27.3	8.2	6	25.5	10.0				15	27.7	9.28									
3	90	41.5	5.9	361	34.9	6.8	276	27.7	8.6	5	21.6	12.3	12	27.3	6.7									
4	24	40.4	6.8	103	38.0	5.0	225	34.5	7.0	142	22.3	7.3	83	18.4	9.4									
5	7	35.6	8.9	38	36.3	6.8	134	35.4	7.2	105	26.4	7.4	119	27.4	11.2									
6				16	36.2	8.	49	36.0	7.5	204	29.7	7.0	156	30.7	9.2									
7				5	35.0	7.8	5	13.8	13.8	253	29.2	7.5	31	33.3	5.9	279	18.?	5.0	91	11.9	5.1			
8							1	47.0	- -	50	31.1	6.5	15	35.7	6.3	194	19.3	5.0	99	18.0	4.7			
9							1	44.0	- -	4	30.5	6.5	15	28.5	5.6	101	22.9	5.7	40	20.2	4.5			
10										1	37.0	- -				39	22.3	7.2	58	22.6	8.5	51	17.65	4.4
11																2	22.0	12.7	14	28.2	6.9			
12																1	23.0	- -	17	24.3	4.3			
Sp.Ed.	2	45.0	1.4																1	13.0	- -			

TABLE 4.19

GATES-MacGINITIE COMPREHENSION SUBTEST
RAW-SCORE POSTTEST DATA

Grade Level	Test Level: Primary A			Primary B			Primary C			Survey D			Survey DM			Survey E			Survey EM			Survey F		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
1	99	15.0	5.8	1	30.0	- -				8	16.0	5.9												
2	435	25.3	6.1	316	15.7	6.8	5	14.4	7.4				15	17.5	7.3									
3	90	24.6	6.9	359	22.9	6.1	277	22.5	9.1	5	18.6	8.5	12	22.7	6.7									
4	23	23.0	7.7	102	25.3	4.4	225	29.7	8.4	146	24.6	8.6	82	17.1	9.1									
5	7	20.3	6.1	38	23.2	8.1	132	29.7	8.4	105	29.9	7.8	120	26.9	10.3									
6				16	22.3	7.7	49	31.4	8.7	201	34.9	8.1	157	33.3	10.9									
7				4	22.3	10.1	5	31.4	16.4	253	35.5	9.5	31	40.4	5.6	279	26.6	7.5	91	18.0	7.5			
8							1	38.0	- -	50	37.3	9.0	15	40.2	5.0	194	31.4	8.1	99	26.2	7.0			
9							1	39.0	- -	4	41.5	3.7	15	39.9	5.1	182	34.4	8.5	40	30.4	6.7	1	35.0	- -
10										1	47.0	- -				62	31.8	10.6	58	26.9	10.3	81	17.5	4.5
11																2	24.5	26.2	14	33.6	8.6	75	22.7	8.2
12																1	24.0	- -	17	37.4	10.0			
Sp.Ed.	2	23.5	3.5																1	17.0	- -			

TABLE 4.20

GATES-MacGINITIE VOCABULARY SUBTEST
POSTTEST GRADE-EQUIVALENT SCORES

Grade Level	Primary A			Primary B			Primary C			Survey D			Survey DM			Survey E			Survey EM			May Grade Placement
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	
1	49	1.2	.1	1	2.2	- -				8	1.3	.1										1.8
2	434	1.4	.2	317	1.3	.2	6	1.5	.4				15	1.4	.2							2.8
3	89	1.6	.4	362	1.9	.5	278	1.8	.4	5	2.2	.1	12	1.9	.4							3.8
4	24	1.7	.5	102	2.2	.6	226	2.4	.7	146	2.5	.5	84	2.3	.3							4.8
5	7	1.5	.3	38	2.3	.8	133	3.0	1.0	107	3.4	1.0	122	3.1	.9							5.8
6				16	2.3	.9	49	3.2	1.2	207	3.8	1.0	163	4.4	1.8							6.8
7				5	2.9	1.1	5	4.0	1.7	254	4.4	1.4	34	5.4	2.0	270	4.7	2.0	91	3.4	.8	7.8
8							1	3.2	- -	53	4.7	1.4	15	5.2	1.1	189	5.5	2.0	99	4.0	1.2	8.8
9							1	3.2	- -	4	4.0	.7	15	4.5	1.6	183	6.4	2.4	40	4.9	1.4	9.8
10																62	6.0	2.1	63	4.5	1.6	
11																2	5.4	4.6	16	6.2	2.2	
12																1	3.1	- -	18	7.9	2.5	
Sp.Ed.	2	1.5	.1																			

TABLE 4.21

GATES-MacGINITIE COMPREHENSION SUBTEST
POSTTEST GRADE-EQUIVALENT SCORES

Grade Level	Primary A			Primary B			Primary C			Survey D			Survey DM			Survey E			Survey EM			May Grade Placement
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	
1	99	1.6	.3	1	4.5	- -				8	2.8	.6										1.8
2	435	2.5	.7	316	2.2	.8	5	2.2	.6				15	3.4	.8							2.8
3	90	2.5	.7	359	3.2	.9	277	3.0	1.1	5	3.1	.9	12	4.0	.8							3.8
4	23	2.3	.7	102	3.5	.8	225	3.9	1.1	146	3.8	1.1	82	3.4	1.1							4.8
5	7	2.0	.4	38	3.3	1.2	132	4.1	1.4	105	4.5	1.1	120	4.7	1.8							5.8
6				16	3.2	1.2	49	4.2	1.2	201	5.5	1.8	157	5.9	2.2							6.8
7				4	3.3	1.5	5	4.5	2.2	253	5.9	2.1	31	7.2	2.1	279	5.6	1.8	91	4.6	1.5	7.8
8							1	5.0	- -	50	6.2	2.1	15	7.1	1.6	194	6.9	2.2	99	6.3	1.6	8.8
9							1	5.2	- -	4	6.9	1.8	15	7.0	1.9	182	7.8	2.6	40	7.2	1.6	
10										1	9.5	- -				62	7.2	2.9	58	6.6	2.3	
11																2	6.7	5.4	14	8.1	2.2	
12																1	4.7	- -	17	9.5	2.8	
Sp.Ed.																			1	4.3	- -	

which to measure level of achievement for participants in compensatory education. Since it is unrealistic to compare these students with the normal population, the only fair comparison would be the students' present performance with their past performance. Neither the raw scores nor the grade scores lend themselves to valid inferential analyses, but one way of examining possible gains made is presented in Table 4.22. These scores represent the mean grade-equivalents of students pre- and posttested on grade level.

TABLE 4.22

MEAN PRETEST GRADE-EQUIVALENTS AND MEAN POSTTEST GRADE-EQUIVALENTS FOR PARTICIPANTS TESTED AT GRADE LEVEL

Test	1	2	3	4	5	6	7	8	9
Vocabulary									
Pretest	1.3	1.4	2.0	3.0	4.1	4.2	4.9	5.6	5.5
Posttest	1.9	2.4	3.1	4.2	4.9	5.7	6.4	6.7	8.1
Comprehension									
Pretest	1.2	1.3	1.8	2.5	3.3	3.8	4.3	5.2	6.8
Posttest	1.8	2.2	3.0	3.8	4.5	5.5	5.7	6.9	8.2

With the exception of first grade, the differences between pre- and posttest means on the Vocabulary subtest range from .8 in the fifth grade to 2.6 in the ninth grade. On the Comprehension subtest, the differences range from .9 in the second grade to 1.7 in eighth grade. In other words, for approxi-

mately eight months of instruction, the lowest gain was eight months in grade scores and the highest was two years and six months. First-grade students, who were mainly repeaters, were initially performing on grade level and made a gain of six months on both subtests. It is not possible to draw any legitimate conclusions from these results since the scores are not based on matched data and no tests of statistical significance can be made.

Gains Analysis of Matched Data

A more accurate estimate of gains can be made by using matched data and comparing previous rate of gain to present rate of gain. In order to do this, it is necessary to have a past record of students' pre- and post-test performance on the same subtest and level of the Gates-MacGinities. This constraint reduces the number of subjects by almost half--from over 6,000 to approximately 3,500. Table 4.23 shows the number of students for whom matched data were available at both grade level and instructional level. Both sets of scores will be used in the following analysis in order to maintain an adequate number of scores for a meaningful interpretation.

The analyses of gain makes use of the term "Average Monthly Gain" (AMG) and "Prior Average Monthly Gain" (PAMG).

AMG refers to the gain students made in their grade-equivalent reading-scores during participation in compensatory reading programs. If a student's grade-equivalent reading score was 20 months when he entered the reading program and 28 months at its conclusion eight months later, we compute his Average Monthly Gain as:

$$\text{AMG} = \frac{\text{Posttest Grade Equivalent - Pretest Grade-Equivalent}}{\text{Number of months elapsing between tests}}$$

Or

$$\frac{(2.8) - (2.0)}{\text{eight months}}$$

$$= \frac{\text{eight months}}{\text{eight months}}$$

$$= \text{one month}$$

The hypothetical student above averaged a one-month gain in reading score for each month he spent in the Title I program.

TABLE 4.23

NUMBER OF STUDENTS WITH MATCHED PAMG
AND AMG SCORES FOR GATES-MacGINITIE READING TESTS

Grade	Tested At Grade Level	Tested At Instructional Level	Total Tested
1	49	1	50
2	309	334	643
3	269	438	707
4	161	338	499
5	117	170	287
6	214	62	276
7	274	258	532
8	201	51	252
9	164	4	168
10		31	31
Sp. Ed.		2	2
TOTAL	1758	1689	3447

PAMG is the Average Monthly Gain a student made prior to his admission to the compensatory reading program. For example, if a third-grade student enters a reading program with a grade-equivalent reading-score of 2.0 years, we know that during his first-and second-grade experience he progressed from a grade-equivalent score of 1.0 to 2.0. That gain from 1.0 to 2.0 years is, in grade-equivalent terms, a ten-month gain in two academic years or twenty months. We compute the PAMG as:

$$\text{PAMG} = \frac{\text{Pretest Grade-Equivalent Score} - 1.0}{\text{Number of years spent in school}}$$

Or

$$\frac{(2.0) - (1.0)}{\text{two years}}$$

$$= \frac{1.0}{2.0}$$

$$= .5 \text{ months}$$

Thus, our hypothetical student has a Prior Average Monthly Gain of .5.

Gain scores for 1973-74, expressed in mean grade-equivalents, are given in Tables 4.24 and 4.25 for students for whom past data were available. For those tested on grade level, the year's gains range from .6 to 1.9 on the Vocabulary subtest and from .6 to 1.7 on the Comprehension subtest. Students tested on instructional level show larger gains and a wider range: Vocabulary gains range from .8 to 1.6 and Comprehension gains range from 1.0 to 2.9. The standard deviations vary from distribution to distribution. Large standard deviations indicate a wide range of mean values on the distribution; the presence of negative values may produce a standard deviation larger than the mean value.

TABLE 4.24

GATES-MacGINITIE VOCABULARY SUBTEST
GRADE-EQUIVALENT MEANS FOR PAIRED PRE- AND POSTTEST SCORES

Grade Level	PRE				POST				GAIN					
	GRADE LEVEL		INSTR. LEVEL		GRADE LEVEL		INSTR. LEVEL		GRADE LEVEL			INSTR. LEVEL		
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	N	Mean	SD	N	Mean	SD
1	1.3	.1	2.6	0.0	1.9	.5	4.1	0.0	49	.6	.4	1	1.5	0.0
2	1.4	.2	1.5	.3	2.4	.8	2.7	.6	312	1.1	.7	435	1.1	.6
3	2.0	.5	2.0	.5	3.1	1.0	3.2	.9	268	1.1	.9	440	1.2	.7
4	3.0	.8	2.7	.8	4.2	1.4	3.8	1.0	156	1.2	1.3	337	1.1	.8
5	4.1	1.2	3.1	.9	4.9	1.5	3.9	1.1	117	.8	1.5	171	.8	.7
6	4.2	1.0	3.3	1.0	5.7	1.7	4.1	1.1	217	1.5	1.7	62	.8	.7
7	4.9	1.6	4.8	1.4	6.4	1.7	5.6	1.6	274	1.5	1.9	258	.8	1.4
8	5.6	1.6	5.1	1.1	6.7	1.7	6.1	1.7	201	1.2	1.7	51	1.0	1.3
9	5.5	2.2	4.8	.8	8.1	1.9	5.8	1.3	83	1.9	1.8	4	1.1	1.9
10			4.4	1.9			6.5	1.8				8	1.6	2.0
11														
12														
Sp.Ed.			1.7	.1			3.0	.3				2	1.3	.1

TABLE 4.25

GATES-MacGINITIE COMPREHENSION SUBTEST
GRADE-EQUIVALENT MEANS FOR PAIRED PRE- AND POSTTEST SCORES

Grade Level	PRE				POST				GAIN					
	GRADE LEVEL		INSTR. LEVEL		GRADE LEVEL		INSTR. LEVEL		GRADE LEVEL			INSTR. LEVEL		
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	N	Mean	SD	N	Mean	SD
1	1.2	.1	2.2	.0	1.8	.3	4.5	.0	49	.6	.4	1	2.3	.0
2	1.3	.2	1.4	.2	2.2	.7	2.5	1.7	309	.9	.7	434	1.1	.6
3	1.8	.4	1.8	.5	3.0	1.1	3.0	.9	269	1.2	1.0	437	1.2	.9
4	2.5	.5	2.3	.7	3.8	1.1	3.7	1.1	160	1.3	1.0	337	1.4	.9
5	3.3	1.0	2.8	1.0	4.5	1.1	3.8	1.4	117	1.1	1.1	169	1.1	1.0
6	3.8	1.0	3.0	1.2	5.5	1.8	4.0	1.3	214	1.7	1.7	62	1.0	1.0
7	4.3	1.2	4.4	1.4	5.7	1.8	5.8	2.1	274	1.4	1.6	257	1.4	1.7
8	5.2	1.7	4.7	1.4	6.9	2.1	6.2	2.1	201	1.6	1.7	51	1.5	1.7
9	6.8	2.2	4.0	.7	8.2	2.4	6.9	1.8	164	1.4	1.8	4	2.9	2.4
10			5.8	1.7			7.3	2.6				31	1.4	1.6
11														
12														
Sp.Ed.			1.5	.1			2.2	.4				2	.7	.3

TABLE 4.26

VOCABULARY SUBTEST
MONTHLY GAIN RATES FOR PAIRED DATA

	PRIOR AVERAGE MONTHLY GAIN				AVERAGE MONTHLY GAIN-1973-74				DIFFERENCE (AMG-PAMG)	
Grade Level	Grade Level Mean	SD	Instr. Level Mean	SD	Grade Level Mean	SD	Instr. Level Mean	SD	Grade Level Mean	Instr. Level Mean
1	.3	.1			.8	.6	2.1	.0	.5	
2	.4	.2	.5	.3	1.3	.9	1.5	.7	.9	1.0
3	.4	.3	.4	.2	1.5	1.2	1.5	1.0	.9	1.1
4	.6	.3	.5	.3	1.5	1.7	1.5	1.0	.9	1.0
5	.8	.3	.5	.2	1.1	2.0	1.0	1.0	.3	.5
6	.6	.2	.4	.2	2.1	2.6	1.1	1.0	1.5	.7
7	.6	.3	.6	.2	2.1	2.9	.7	1.3	1.5	.1
8	.6	.2	.6	.2	1.7	2.7	1.0	1.4	1.1	.4
9	.6	.2	.5	.1	3.8	3.8	.9	1.6	3.2	.4
10			.4	.2			1.5	1.8		1.1
11										
12										
Sp.Ed.							1.6	.2		

TABLE 4.27

COMPREHENSION SUBTEST
MONTHLY GAIN RATES FOR PAIRED DATA

	PRIOR AVERAGE MONTHLY GAIN				AVERAGE MONTHLY GAIN-1973-74				DIFFERENCE (AMG-PAMG)	
Grade Level	Grade Level Mean	SD	Instr. Level Mean	SD	Grade Level Mean	SD	Instr. Level Mean	SD	Grade Level Mean	Instr. Level Mean
1	.2	.1			.7	.5	3.3	.0	.5	
2	.3	.2	.4	.2	1.2	.9	1.4	.9	.9	1.0
3	.4	.2	.4	.2	1.5	1.3	1.5	1.1	1.1	1.1
4	.5	.2	.4	.2	1.7	1.5	1.8	1.2	1.2	1.4
5	.6	.3	.4	.2	1.6	1.7	1.4	1.3	1.0	1.0
6	.5	.2	.4	.2	2.4	2.6	1.1	3.1	1.9	.7
7	.5	.2	.5	.2	2.0	2.4	1.2	1.5	1.5	.7
8	.6	.3	.5	.2	2.4	2.7	1.5	1.7	1.8	1.0
9	.7	.3	.4	.1	2.5	3.3	2.4	2.0	1.8	2.0
10			.5	.2			1.3	1.5		.8
Sp.Ed.							.9	.4		

TABLE 4.28

PROPORTION OF PARTICIPANTS ACHIEVING AVERAGE MONTHLY GAIN RATES WITHIN SPECIFIED RANGES

Grade Level		VOCABULARY N	.7	.7-1.0	1.01-1.5	1.5	COMPREHENSION N	.7	.7-1.0	1.01-1.5	1.5
1	PAMG	14	100%	0%	0%	0%	14	100%	0%	0%	0%
	AMG	50	44%	22%	20%	14%	50	54%	22%	14%	10%
2	PAMG	745	84%	13%	3%	0%	741	95%	5%	0%	0%
	AMG	743	23%	12%	21%	45%	739	29%	15%	20%	36%
3	PAMG	705	78%	20%	2%	0%	703	89%	10%	1%	0%
	AMG	707	23%	12%	20%	45%	705	25%	13%	18%	44%
4	PAMG	492	67%	27%	6%	0%	496	88%	10%	2%	0%
	AMG	492	23%	18%	20%	40%	495	22%	10%	16%	51%
5	PAMG	286	64%	30%	5%	1%	284	80%	18%	2%	0%
	AMG	288	39%	19%	16%	26%	286	27%	13%	19%	41%
6	PAMG	279	72%	25%	3%	0%	276	81%	17%	2%	0%
	AMG	279	29%	11%	14%	47%	276	24%	12%	11%	53%
7	PAMG	531	65%	29%	5%	1%	530	79%	18%	3%	0%
	AMG	530	40%	10%	11%	39%	529	32%	10%	14%	45%
8	PAMG	250	65%	32%	3%	0%	250	71%	25%	4%	0%
	AMG	251	36%	10%	8%	47%	251	25%	12%	10%	53%
9	PAMG	87	56%	43%	1%	0%	168	51%	36%	13%	0%
	AMG	86	15%	9%	12%	64%	166	27%	6%	10%	57%
10	PAMG	8	100%		0%	0%	30	77%	23%	0%	0%
	AMG	8	50%		13%	38%	30	43%		13%	43%
Sp.Ed.	PAMG										
	AMG	2			50%	50%	2	50%		50%	
TOTAL	PAMG	3397	73%	23%	4%	0%	3492	84%	14%	2%	0%
	AMG	3436	28%	13%	17%	42%	3530		12%	16%	45%

TABLE 4.29

VOCABULARY AND COMPREHENSION SUBTESTS
COMPARISON OF AVERAGE MONTHLY GAIN RATES FOR COMBINED G.E.SCORES
RHODE ISLAND COMPENSATORY READING PROGRAMS, 1969-74

Grade	AVERAGE MONTHLY GAIN RATES PRIOR TO SPECIFIED YEAR						AVERAGE MONTHLY GAIN RATES FOR SPECIFIED YEAR					
	1969	1970	1971	1972	1973	1974	1969	1970	1971	1972	1973	1974
1			.4	.3	.3	.2	.3	.3	1.7	1.1	0.6	.8
2	.5	.5	.2	.2	.4	.4	.8	1.1	1.1	1.3	1.4	1.4
3	.5	.4	.3	.3	.4	.4	.9	1.4	1.4	1.5	1.5	1.5
4	.6	.4	.4	.4	.5	.5	.9	1.3	1.3	1.2	1.3	1.6
5	.7	.6	.4	.4	.6	.5	1.1	1.6	1.2	0.9	1.4	1.2
6	.7	.8	.5	.5	.6	.5	.9	1.6	1.2	1.2	1.7	2.0
7	.7	.6	.5	.5	.6	.6	1.3	2.2	2.6	1.5	1.7	1.5
8	.7	.6	.5	.5	.5	.6	1.2	2.4	2.8	1.6	2.0	1.9
9	.8	.7	.6	.5	.6	.6	1.7	3.5	2.6	2.4	1.9	3.4

101

The Average Monthly Ga'ns derived from these scores are given in Tables 4.26 and 4.27, and are compared to the Prior Average Monthly Gains of the same students. At all grade levels, there was an increase in Average Monthly Gain rates on both of the subtests. It is not possible to test the statistical significance of the differences between the Prior Average Monthly Gain and the present Average Monthly Gain, but the acceleration is large enough in some cases to indicate a practical significance. It should be remembered that the normal rate of gain is one month for every month of participation in instruction. (That is, students in the national sample gain an average of ten months for the ten-month academic year.) If a certain level of monthly gain is maintained by students performing below grade level, they will eventually be able to perform at the expected level on the given tests.

Readiness Tests

The mean scores of students who were pre- and posttested with the Gates-MacGinitie Readiness Tests are given in Table 4.30. Grade-equivalent scores

TABLE 4.30

GATES-MacGINITIE READINESS TEST
PRE- AND POSTTEST RAW-SCORE DATA

Grade	PRE N	PRE Mean	PRE SD	PRE Percentile	POST N	POST Mean	POST SD	POST Percentile
K	22	45.6	10.2		23	70.1	10.5	58
1	309	53.9	12.3	27	246	80.2	10.5	
2	2	52.0	1.4		2	86.5	10.6	

are not meaningful at this level, and the only available norms are percentile ranks for the end of kindergarten and the beginning of the first grade. Since the pre- and post-data are not matched, a statistical test of significance cannot be made. Despite these constraints, examination of the date shows that the 23 kindergarteners who took the posttest performed relatively well compared to the normed group. The mean score of kindergarten children participating in the Rhode Island reading programs was 70, which represents the 58th percentile for the national sample. That is to say, about 58% of the kindergarteners in the national sample obtained scores lower than 70 on end-of-the-year testing. The Rhode Island students, therefore, achieved a higher mean score than did the students in the normative sample. Although first-grade children performed at the 27th percentile, well below the normed group on the pretest, they demonstrated a gain of 26 points by the end of the program. The high scores achieved by both the first- and second-grade students on the posttest indicate a mastery of the skills assessed by this test.

Summary

For convenience in interpreting student performance in terms of expected performance, the students' raw scores were converted to grade-equivalent scores. These scores are interpreted in terms of grade placement. For example, a student who has been in the third grade for four months would have a grade placement of 3.4, and students in the national sample at this grade level would be expected to achieve a raw score equivalent to 3.4.

Analysis of gains made from pre- to posttesting is necessarily limited to the data available for students tested on grade level both at the beginning and end of the program. When these scores were converted to grade-equivalents, the differences found between pre- and posttest means on the Vocabulary subtest ranged from .8 (a gain of eights months for approximately eight months of participation in the program) to 2.6 (a gain of two years and six months). On the Comprehension subtest, the differences ranged from .9 to 1.7.

Although the above scores indicate substantial gains in reading achievement, the performance of most of these students on the posttest was still below grade level. Since it is unrealistic to compare these students with the normal population, a more meaningful interpretation of gains can be made by comparing the students' present performance with their past performance in terms of rate-of-gain. The Prior Average Monthly Gain was computed for those students in the reading programs who had previous records of Gates-MacGinitie scores, and a comparison was made with their Average Monthly Gain derived from their pre- and posttest performance during 1973-74. For the approximately 3,400 students for whom past records were available, Prior Average Monthly Gains on the Vocabulary subtest ranged from .3 month's to .6 month's gain for every month of instruction.

Present Average Monthly Gains ranged from .7 month's to 3.8 month's gain for every month of instruction. Comprehension gain-scores ranged from .2 to .7 on past performance, and from .7 to 3.3 on present performance. (The expected rate of gain for the normal population is 1.0 month's gain for every month of instruction.) At all grade levels, there was an increase in Average Monthly Gain rates on both of the subtests. The differences between Prior Average Monthly Gain and Present Average Monthly Gain ranged from .1 months per month to 3.2 months per month on the Vocabulary subtest, and from .5 to 2.0 months per month on the Comprehension subtest. If these students are to eventually perform at grade level, an accelerated gain rate--above the normal rate of gain--needs to be maintained.

Were students in the reading program to progress at the normal rate of 1 month's gain for every month of instruction, they could never reach grade level, given the fact that they are now below grade level. Their only hope of performing at grade level is to maintain the accelerated gain rate reflected in the above data.

For the remainder of the students in the reading program, appropriate pre- and posttest data are simply not available. Therefore, no statement can be made about their rate of gain. It is anticipated that recommended changes in the gathering of data will lead to future reports being able to make such statements.

CHAPTER 5

SUMMER PROGRAMS

Financial and Participation Statistics

During the summer of 1974, a total of 11 Compensatory Education Projects were funded by Title I and Section 4 funds. (See fig. 1). This is the same number of LEA's operating summer projects in 1973, and represents a decrease from 12 to 11 in the total number of projects.

Number of LEA's in the State		40
Number of LEA's Operating Summer Projects		11
Number of Projects Operated		11
Title I	10	
Section 4	1	

Fig. 1. Number of Summer Compensatory Education Programs, 1974

Because the single project funded under Section 4 was designed for staff training and instructional materials development and, therefore, directly involved no pupils, it has been omitted from the tables and descriptions which follow. All tables, then, including those dealing with expenditures, relate only to Title I projects.

The distribution of expenditures for the 10 Title I projects can be found in Table 5.1. A total of $186,541.39 was allocated to the 10 projects, a decrease of 7% from 1973. Public school enrollment is down 5.7%, non-public school enrollment is down 24%, and total enrollment is down 7.4%. Per-pupil expenditure is up 0.3% from the 1973 figure of $140.71.

TABLE 5.1

TOTAL EXPENDITURES AND ENROLLMENTS
FOR SUMMER TITLE I PROJECTS

LEAs	Expended	Enrollment Public	Enrollment Non-Public	Total	PPE
Charlestown	$ 6,493.85	30	0	30	$216.46
Coventry	26,262.37	103	19	122	215.27
Cranston	19,578.25	140	1	141	138.85
East Greenwich	5,577.88	53	11	64	87.15
Foster	3,517.68	27	0	27	130.28
Middletown	12,994.15	81	2	83	156.56
Newport	36,469.66	185	25	210	174.14
North Kingstown	22,826.82	189	0	189	120.78
Pawtucket	40,588.78	305	27	332	122.26
Warwick	12,131.95	106	17	123	98.63
Total	$186,541.39	1,219	102	1,321	$141.21

Participants

Participation by Grade

The data in Table 5.2 describe project participants by grade level and public or non-public school enrollment. Of the 1,321 participants, 53.6% were enrolled in grades K-3, an increase from the comparable 1973 figure of 45%. Thus the trend to emphasize activities at the early elementary grade levels is both continued and accelerated. Pre-school enrollment is up very slightly, from 1.4% to 1.6%. There are small increases in enrollment in

TABLE 5.2

NUMBER AND PERCENT OF PARTICIPANTS IN SUMMER TITLE I PROJECTS, 1974
CLASSIFIED BY GRADE, PUBLIC AND NON-PUBLIC SCHOOL ATTENDANCE

Grade	Public		Non-Public		Total	
	N	%	N	%	N	%
Pre-School	21	1.6	--	---	21	1.6
K	61	4.6	--	---	61	4.6
1	168	12.7	13	1.0	181	13.7
2	199	15.1	19	1.4	218	16.5
3	228	17.3	21	1.6	249	18.8
4	180	13.6	14	1.1	194	14.7
5	156	11.8	13	1.0	169	12.8
6	73	5.5	14	1.1	87	6.6
7	31	2.3	7	0.5	38	2.9
8	49	3.7	1	0.0	50	3.8
9	10	0.8	--	---	10	0.8
10	---	----	--	---	---	----
11	---	----	--	---	---	----
12	---	----	--	---	---	----
Sp. Ed.	43	3.3	--	---	43	3.3
Total	1,219	92.3	102	7.7	1,321	100.0

grades 6, 8, and 9, and decreases in grades 4, 5, and 7, as well as in Special Education; the largest decrease is at grade 4, down from 18.3% to 14.7%. Once, again, there were no participants in grades 10-12.

The 1,219 public school participants comprised 92.3% of the total, up slightly from the 1973 figure of 91%. Percentages of enrollees within the public and non-public groups are comparable.

Ethnic/Language Group Composition

Table 5.3 presents the Ethnic/Language Group Composition of summer project participants. Comparisons with 1973 participants are not possible, inasmuch as these data were not reported for 1973. Relative to 1973-74 regular school year programs, it can be said that the percentage of Black children enrolled is considerably smaller for summer projects -- 6.9% as compared to 18%. The total of 1,330 participants is greater than that of 1,321 indicated earlier (see Tables 5.1 and 5.2) because of errors in reporting.

TABLE 5.3

ETHNIC/LANGUAGE GROUP COMPOSITION OF
PARTICIPANTS IN SUMMER TITLE I PROJECTS

Group	N	%
American Indian	8	0.6
Black	92	6.9
Asian American	12	0.9
Spanish Speaking	13	1.0
Portugese Speaking	67	5.0
Other Foreign Speaking	1	0.1
Other	1,137	85.5
Total	1,330	100.0

Program Characteristics

Time of Operation

Table 5.4 presents the breakdown of the number of days projects operated during the summer of 1974. The greatest number --4 of 10 -- operated for 6 weeks; the longest ran 7 weeks, and the shortest 4 weeks. Comparisons with 1973 are not available because of different methods of data collection.

TABLE 5.4

NUMBER OF DAYS IN OPERATION OF SUMMER TITLE I PROJECTS

Days of Operation	Frequency
20	1
24	1
26	1
27	1
29	1
30	4
35	1
Total	10

Program Activities

Table 5.5 presents a duplicated count of participants reported engaged in the several program activities listed. The total exceeds the total number of participants (1,321) because a given child may be enrolled in more than one activity. As is true of the academic year programs, the main thrust was in reading or reading related activities -- reading, language arts, ESL. The next major activity was mathematics. The other four activities listed involved very few children. The "Other" category includes Social Adjustment, Creative Dramatics, Music, Art, Physical Education, Speech, Outdoor Education, and Speech and Hearing Clinic.

TABLE 5.5

NUMBER OF PARTICIPANTS IN VARIOUS INSTRUCTIONAL ACTIVITIES INCLUDED IN SUMMER TITLE I PROJECTS 1974

Activity	Enrollment
Remedial/Corrective Reading	900
Language Arts/Communication Skills	141
English as a Second Language	78
Special Education	17
Learning Disabilities	42
Pre-School	21
Sciences	80
Mathematics	269
Other	462
TOTAL	2,010*

*This represents a duplicated count of students.

Professional Staff

The number of persons employed in the various personnel positions associated with the summer projects is reported in Table 5.6.

The total of 220 is up considerably from that of 189 for 1973, although full-time-equivalent comparisons are not available since this data was not recorded for 1973. As in previous years, the greatest numbers of individuals were in the categories of teachers and teacher aides. Each of the other categories represents less than one full-time-equivalent per project.

TABLE 5.6

NUMBER OF PERSONS IN DESIGNATED PERSONNEL CATEGORIES AND CORRESPONDING FULL TIME EQUIVALENTS FOR SUMMER TITLE I PROJECTS

Personnel	N	F.T.E.
Coordinators	4	.15
Project Directors	7	6.35
Teachers	120	100.70
Aides - Clerical	11	9.40
Aides - Instructional	69	52.20
Counselors	1	1.00
Social Workers	2	2.00
Secretaries	3	2.60
Consultants	3	2.13
Total	220	176.53

Training Programs

Three of the 10 Title I projects reported conducting training programs. These programs involved a total of 105 participants (see Table 5.7). Details concerning these programs are scanty, the objectives which they emphasized being presented in Table 5.8.

TABLE 5.7

NUMBER OF PERSONNEL IN SPECIFIED CATEGORIES INCLUDED IN TRAINING PROGRAMS FOR SUMMER PROJECTS

Personnel	Number
Special Teachers	10
Project Funded Teachers	55
Counselors	1
Social Workers	1
Other Professional Personnel	3
Teacher Aide	35
Total	105

TABLE 5.8

FREQUENCY WITH WHICH SPECIFIED OBJECTIVES WERE GIVEN EMPHASIS IN SUMMER TRAINING PROGRAMS

Objectives	Frequency
Introduction of new instructional techniques	1
Introduction of new content material	2
Utilization of instructional equipment and materials	3
Measurement, evaluation and reporting	3
General orientation to the philosophy of compensatory education	2
Culture and personality of the educationally disadvantaged	2
Types of learning disabilities	1
Project planning and design	2
Utilization of ancillary services (e.g., guidance)	1
Utilization of other resources (e.g., library, community)	2

Summary

A total of $200,769.39 was spent on summer Compensatory Education Programs, $186,541.39 on ten Title I projects and $14,228.00 on one Section 4 project. The Title I projects served a total of 1,321 pupils -- 1,219 public and 102 non-public. Most of the pupils were enrolled at the third grade or below; none were enrolled above grade 9. Title I projects operated for a period of between 4 and 7 weeks, the largest number operating for 6 weeks. The major emphasis of the Title I projects was on reading and reading related activities and on mathematics. A total of 220 persons (176.53 FTE's) worked on these projects. Training was provided in 3 of 10 Title I projects.

Evaluation of summer programs on the basis of pupil pre- and posttest performance on standardized tests is not feasible, if only because of the short time for which programs operate. Furthermore, the emphasis during summer programs tends to be on overcoming specified weaknesses of individual children, rather than on generalized gains in a given subject area. While such emphasis should result in measurable objectives, it does not lead to reportable statistical data.

CHAPTER 6

SUMMARY AND CONCLUSIONS

General Characteristics of Compensatory Programs

During 1973-74, 39 LEA's in Rhode Island operated compensatory education projects funded separately or jointly by E.S.E.A. Title I monies and State Section 4 monies. Compared to the previous year, the total number of projects increased from 86 to 89. While total expenditures decreased by approximately $150,000 (from $6,737,399 to $6,584,853), the number of children served decreased by an estimated 20%, resulting in a higher per-pupil expenditure (from $201.84 to $252.96).

Programs furded solely by Title I expended the greatest amount of funds (54.1%), but had a lower rate of PPE ($377.78) than jointly-funded programs. Programs funded by combined sources expended the fewest funds (21.3%), but had the highest rate of PPE ($485.95). Programs funded solely by Section 4 monies expended a relatively low amount of funds (24.6% of the total expenditures) and has the lowest rate of PPE ($118.22). These figures are not directly comparable, however, since emphasis on types of services offered varied among the three funded programs. Over all projects, the greatest amount of funds were expended for remedial instruction in reading (PPE = $308.97), but projects funded solely by State funds reported expending a larger proportion of monies on undefined instructional activities, and the third largest expenditure was for transportation.

The largest enrollment occurred at the third-grade level, with 39.6% of all children in all funded programs served at or below the third-grade level. The proportion of black children served decreased from 21% in 1972-73 to 18% in 1973-74. Public-school enrollment dropped from previous years, and

non-public-school children represented about 7% of the total enrollment for 1973-74. The total number of students enrolled in compensatory education programs represented about 12% of the population of children attending school in Rhode Island. The large majority of programs (about 90%) were in operation for the full school-year.

Of the 89 projects, 81 reported the existence of a Parent Advisory Committee, with parents representing about 62% of the membership. The most frequently mentioned duty performed by the PAC's was making recommendations for improvement of Title I programs. The majority of the PAC's met once a month or less frequently, and about 32% were reimbursed for their activities.

Only 33% of the projects provided training programs, with expenditures totaling $31,000. Most of the training expenditures (86%) were in Title I programs. Participants involved were regular classroom teachers (32%), project-funded teachers (21%), parents (20%), and teacher aides (17$). The most common objectives seemed to be the introduction of new instructional techniques and the utilization of instructional equipment and materials. The most common type of joint training involved teachers with teacher aides or other supportive personnel.

Reading Programs

Over 6,000 children were enrolled in compensatory reading programs in the State. Over all grades, 67% of the students were new to the program, and 25% were repeating a grade. The 31 projects were staffed by 171 teachers, resulting in a median pupil-teacher ratio of 33:1. The proportions of students participating at the various grade levels in reading approximated those for all compensatory services provided, with the majority of children participating in the primary grades. The proportion of

seventh graders in reading programs (13%) was considerably greater than that of seventh graders across all programs (7%), surpassing the proportion of students in reading programs in either the first or fourth grades. Although differentiation in instruction was apparent among the majority (62%) of the reading teachers, the pupil-teacher ratio did not seem to be a variable determining the extent of individualization. Examination of the relationship between selected variables indicates that most of the reading teachers found that individual student needs required a certain amount of time for preparing special materials regardless of scheduled time, adequacy and availability of materials, or the opportunity to select commercial materials.

The large majority of the students participating in reading programs were pre- and posttested with the Vocabulary and Comprehension subtests of the Gates-MacGinitie Reading Tests. Chapter 4 provides separate analyses of the pre- and posttest scores, and a gains analysis of the grade-equivalent scores for those students for whom Prior Average Monthly Gains could be computed. Students pretested on grade level tended to score below the national norms, while students pretested below grade level tended to score close to or above the national norms. When raw scores were converted to grade-equivalent scores, the means on the Vocabulary subtest generally fell below grade placement. Grade-equivalent means on the Comprehension subtest, however, were much higher, with all of the primary-grade students achieving mean scores well above the norms for their grade level. National norms are not available for Form B (posttest) raw scores, but conversion to grade-equivalents resulted in mean scores generally a year or more below grade level, with higher means achieved on the Comprehension than on the Vocabulary subtest.

The results of the gains analysis of the grade-equivalent scores of approximately 3,400 students suggest that participants in the program have been successful in accelerating their rate of gain in the two areas measured. Gain rates ranged from .8 months to 3.4 months for every month in the program, compared to the normal gain rate of one month for every month of instruction.

The high scores achieved by children in grades K through 2 posttested with the Readiness Tests indicate a mastery of the skills assessed by this battery.

Summer Programs

During the summer of 1974, 10 Compensatory Education projects were funded under Title I, and one project was funded under Section 4. Expenditures for Title I projects totaled $186,541.39, and per-pupil expenditure averaged $140.71. Programs were in operation from 20 to 35 school days, and the major thrust was in reading, or reading-related activities.

Approximately 2,000 students were served by an instructional staff of 120 teachers and 69 aides. Three of the Title I projects reported conducting training programs involving a total of 105 participants.

Recommendations

The best evaluation of ongoing programs is one which not only presents and analyzes annual data, but which also considers the data over a period of years and makes comparative statements which lead to the formulation of soundly based policy decisions. Wherever the data available for 1973-74 and previous years have made such comparisons possible, they have been made. In some instances, comparisons have not been possible because data-gathering procedures have been modified, either by adding to or deleting

from the previous data base. The general thrust has been toward the gathering of more detailed data.

Any change in data-gathering approaches always results in negative consequences as well as positive benefits. The most obvious negative consequence is loss of the ability to make comparisons over time; it is, however, sometimes worth facing this consequence for the sake of being able to make more meaningful comparisons. It appears that currently planned modifications will provide better data than have previously been available and will result in the formulation of these more meaningful comparisons.

It is recommended that the modification process continue and that particular attention be paid to the following issues:

1. In order to accurately determine the per-pupil expenditures for various activities and to compare expenditures across programs, it is recommended that future questionnaires distributed to project directors provide a means of breaking down the student count and the Title I and Section 4 funds expended in programs funded by combined sources.

2. The use of standardized tests for math programs should be considered. The proportion of math projects has increased yearly, and, for 1973-74, represented 10% of the total expenditure for Title I programs.

3. So that data gathered from standardized tests can be compared to national norms and statistical analysis of gains can be made, reported raw scores on reading and math tests should be converted to standard scores. The use of standard scores would also permit a valid statistical measure of program effectiveness (using achievement scores as the criteria) in relation to selected program characteristics. In addition, State norms can be established for children participating in compensatory programs, and--where standard scores are comparable across batteries--follow-up studies of participants can be made.

4. The modified data should be examined for the purpose of identification of variables which appear to be related to program effectiveness and which can then be subjected to sophisticated statistical analysis.